

**GENDER INFLUENCES ON THE USE OF MANDARIN VARIETIES IN TAIWAN**

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University of Pittsburgh, 2013

Gender plays an important role in language use. Many gender patterns in language have been found by linguists. For example, women tend to use more standard language than men, and women seem to be the ones who lead language change. Various theories have tried to explain these gender patterns, such as overt prestige vs. covert prestige of language, the linguistic market, density and multiplexity of networks, and so on. This paper applies these theories and explanations to the three Mandarin varieties in Taiwan: Standard Mandarin, Taiwanese Mandarin, and Taiwan-guoyu. These three Mandarin varieties have different social values in Taiwan. This paper examines the interaction between gender and the use of these three Mandarin varieties. To answer the research questions 1) what is people's attitude toward a certain gender's language use, and 2) what is the motivation of different genders' language use, two hypotheses were formed. First, women will receive more negative responses than men when using the vernacular variety Taiwan-guoyu. Second, women need to use the more standard varieties, either Standard Mandarin or Taiwanese Mandarin, to have different types of advantages. This study was conducted with a mixed methodology—half quantitative and half qualitative. The quantitative data was collected through the matched-guise technique and was analyzed by the one-way analysis of variance (ANOVA) in SPSS, and the qualitative part was collected through interviews. The quantitative and qualitative data both support these two hypotheses. Women who use Taiwan-guoyu receive even more negative responses than men, and language is the more

important capital for women because they need to use it to present their persona and to gain various types of advantages.

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## 1.0 INTRODUCTION

Gender plays an important role in language use. For example, it is believed that females use more standard language than males. Another common belief is that it is usually females who lead language change. One possible explanation for these phenomena is that unlike men, who can use their actual action and achievement to show who they are, women need to depend on how they are perceived to show their identity, and language use is one way for them to present their persona (Eckert 1989).

These gender patterns and their explanation might be applicable to all languages, including Mandarin in Taiwan. There are three Mandarin varieties in Taiwan: Standard Mandarin, Taiwanese Mandarin, and Taiwan-guoyu. Standard Mandarin is the most formal variety; Taiwanese Mandarin is the less formal but more normative variety; and Taiwan-guoyu is the informal vernacular variety (Brubaker, 2012, p. 35). These three Mandarin varieties represent different social values and thus how they are used represents different social meanings. For example, according to Brubaker (2012), people using too much Standard Mandarin might be considered an outsider from Mainland China (p. 103), while people using too much Taiwan-guoyu are always considered uneducated and low-status (p. 107). The emphasis of this paper is on the gender patterns in Taiwan, i.e. how gender interacts with the use of different Mandarin varieties in Taiwan, and the motivation behind the language use.

This paper focuses on two specific questions: 1) what is people's attitude toward a certain gender's language use of different varieties, and 2) what is men's and women's motivation for using a certain variety.

## **2.0 LITERATURE REVIEW**

### **2.1 GENDER PATTERNS**

Linguists have tried to find consistent gender patterns in language. It is believed that women use more standard language than men. For instance, Wolfram's study (1969) on the English of African Americans of four different social strata in Detroit has found the higher socioeconomic status people have, the fewer AAVE (African American Vernacular English) features they use. What is more important, women use fewer AAVE features than men within each social stratum. Trudgill's study (1972) on different genders' use of urban British English in Norwich also has found that male speakers use more non-standard variants than female speakers, and this phenomenon has been found in every social class he has examined.

Besides the question about which gender uses more standard language, the question about which gender leads the language change is frequently discussed. Some studies have shown that it is women who lead language change. For example, Gal's study (1978) shows that in a German-Hungarian bilingual society, it is women who have caused the language shift from Hungarian, which is associated with low-status and difficult peasant life, to German, which is associated with industrialization and an easier life. Labov (1990) argues that when a change is from above, women prefer the incoming forms with prestige, and when a change is from below, women are usually the innovators. However, not all researchers agree on women's role as an

innovator or as the one who leads changes. In Dubois and Horvath's study (2000) on the role of gender in language change in Cajun English, they argue that "the notion leading a change is problematic because not every instance of movement can be interpreted in terms of one gender leading other" (p. 310). They claim that even if their results suggest recycling is more likely for men than women in the Cajun community, it is not necessarily true for other communities. What we see in this study might just be the results of the unique and "specific nature of the cultural renaissance" (p. 310) of the Cajun community, which may not take place in other communities.

## **2.2 EXPLANATIONS FOR GENDER DIFFERENCES ON LANGUAGE USE (MOTIVATION)**

There are several possible reasons why men and women have different language patterns. According to Eckert (1989), women's value comes from how they appear, not what they do. In other words, unlike men, who can gain power and show who they are through what they achieve, women need to gain their authority and show who they are through the persona they present. Language use is one crucial way for women to show their identity. Eckert's (1989) example for this idea is the differences on language use among burnouts and jocks. She found that there are notable gender differences--burnout girls show most vernacular use, even more than burnout boys. Eckert argues that this is because burnout girls cannot show their burnout identity through what they do as burnout boys can, so they have to use language to show who they are.

The prestige behind varieties is also one possible reason why women and men use varieties differently. As mentioned in last section, Trudgill's study (1972) has found that within every social class, men use more non-standard forms than women. A fact worth noting is that in

this study women tend to over-report their standard use in the Self-Evaluation Test, while men tend to under-report their non-standard use. Trudgill argues that women's motivation for over-report is the overt prestige of the standard forms. Women are more status-conscious and thus "more aware of the social significance of linguistic variables" (p. 182). By contrast, men's motivation for under-report is the covert prestige of the non-standard forms, since in some Western societies, working class speech has been associated with masculinity.

Another perspective to look at gender patterns on language use is through the linguistic market (Eckert & McConnell-Ginet, 2003). This perspective argues that one's linguistic variety can ultimately enhance one's chances for material gain, and this is especially true for women in terms of job opportunities and marriage opportunities. Women who can use standard language are more likely to find a job or to marry a partner with higher socioeconomic status. Besides, standard language use is often related to the nature of common female jobs. For example, teachers, secretaries, and maids, which are traditionally considered women's jobs, always require standard language use. As a result, standard language use has become women's important capital.

One of the most important explanations for gender patterns is that language ideology links certain qualities of a variety to certain qualities of a person or group that uses this variety. For example, the standard and non-standard opposition also represents the following oppositions: global versus local, objective versus subjective reasoning, theoretical versus practical knowledge, refinement versus physicality. These opposite associations are also the opposite qualities of women and men in some sense. For example, men are usually expected to show their physical power while women are usually expected to show their refinement; while men are expected to equip themselves with practical knowledge, women are expected to equip



themselves with theoretical knowledge. Thus, these opposite associations are also one of the important factors that determine the different language use between males and females (Eckert & McConnell-Ginet, 2003).

According to Eckert and McConnell-Ginet (2003), the density and multiplexity of people's social networks also have influences on their language use. They argue that the use of vernacular is reinforced by locally bonded social networks. The more dense and multiplex the social network is, the more vernacular the language will be. Men tend to have more dense and multiplex social network than women, and that might be the reason why women use less vernacular varieties.

## **2.3 MANDARIN VARIETIES IN TAIWAN**

### **2.3.1 History of Taiwan and Language Development**

According to Chuang (2000), the population of Taiwan consists of four major groups: aborigine, Hakka, Southern Min, and Mainlanders. The Southern Min is the biggest group, accounting for 73.3% of the population, and Mainlander is the second biggest group, accounting for 13%. All groups except the aborigine group are considered Han people. Yet, Hakka and Southern Min immigrated to Taiwan before 1895 and thus are considered *běnsǎng rén* (本省人, 'local province people'). By contrast, Mainlanders arrived along with the Republic of China (ROC) government around or after 1945, so they are considered *wàishǎng rén* (外省人, 'outer province people').

According to Chiung (2001), Taiwan was first populated by several aborigine groups. Later, some western countries began trading with Taiwan, and some even dominated this island, such as Holland and Spain. When western countries' awareness of Taiwan began to develop, Han people's immigration to this island also began to occur (Wills, 1999). However, the major immigration of Han people did not happen until the middle of seventeenth century, when the Ming Dynasty was defeated by the Qing Dynasty. The remaining power of the Ming Dynasty planned to use Taiwan as a military base to overthrow the Qing Dynasty and reestablish the Ming Dynasty in China (Brubaker, 2012, p. 7). In spite of the failure to do so, the Ming Dynasty brought an extremely large group of Han people along with a wide range of Han culture to the island for the first time. Han people's immigration continued under the Qing Dynasty's governance.

In 1894, the Qing Dynasty ceded Taiwan to Japan after being defeated in the first Sino-Japanese war. People in Taiwan felt abandoned by the government in China and that is when Taiwanese people began to develop a sense of alienation from people on the mainland (Brubaker, 2012, p. 9). When being colonized by Japan, because the Japanese government set a very clear division between the colonizers and the colonized, people in the island began to develop the "Taiwanese identity" (S. M. Huang, et al., 1994). After World War II, Taiwan was returned to the ROC, which replaced the Qing Dynasty in 1912. However, people on the island were very disappointed in the corrupt ruling government and thus they felt even more alienated from people who were from the mainland. As a result, many violent conflicts occurred between people who had been on this island for a while and people who just arrived. After being defeated by the Chinese Communist Party (CCP), the leading political party of the ROC, Kuomintang (KMT), retreated to Taiwan in 1949. The opposition between the so-called *běnnshěng rén*' and

‘*wàishěng rén*’ remained (Brubaker, 2012, p. 12-15). Overtime, the opposition has gradually lost its previous importance. Yet, it still can be observed sometimes, as we will see in the case of language use.

Language development in Taiwan goes hand in hand with historical development. The major population of immigration was from coastal cities of Fujian Province and people from that area uses Southern Min, a Chinese dialect. Southern Min gradually had become a dominant variety in Taiwan, and its dominance remained until the 1920s when Mandarin Chinese became the official language (Brubaker, 2012, p. 9). Under Japanese colonization, Japanese colonizers intended to transform Taiwan into an extension of Japan. Thus, Taiwanese people were forced to assimilate not only to Japanese life style (e.g. Japanese names), Japanese education and administrative systems, but also to Japanese language. However, it is noteworthy that even if Japanese played an important role in that period, local Taiwanese languages were still used actively in informal domains, such as home (Brubaker, 2012, p. 11). After Taiwan was returned to the ROC in 1945, a large number of soldiers, officials and refugees arrived in Taiwan. Because they had different origins and spoke different mother tongues, they used Standard Mandarin, which was based on the variety from Beijing, as a mutually intelligible language. Standard Mandarin had been the national language since the 1930s. It was enforced very strictly especially in education and administrative systems as a way to lower Japanese influences, to unite people with different origins, and to make sure that Taiwan would become “China’s Taiwan” instead of “Taiwanese Taiwan” (Hsiao, 2000).

### 2.3.2 Mandarin Varieties in Taiwan and Major Differences

According to Brubaker (2012, p. 34-35), there is a continuum of standardness in Mandarin varieties in Taiwan. The most formal and standard one is Standard Mandarin; the informal but normative one is Taiwanese Mandarin; and the non-standard/vernacular one is Taiwan-guoyu.

This paper focuses on the phonological differences among the three Mandarin varieties. The main characteristics of Standard Mandarin, which is largely based on the variety spoken in Beijing, are the use of the retroflex initials, including [ʈʂ-], [ʈʂʰ-], [ʂ-], [ʐ-], as well as the final retroflex [-r]. A noteworthy fact is that even if these features associated with the Beijing accent are considered key to determine whether one person's speech is standard or not, they are too idealized to be used in daily life and few people outside Beijing can produce them without great efforts Brubaker (2012, p. 36).

At the opposite end of the continuum of standardness is Taiwan-guoyu. The most non-standard language is a result of the language contact between Standard Mandarin from Beijing and Southern Min, a Chinese dialect originating in Fujian Province, spoken by locals. The characteristic features of Taiwan-guoyu is the lack of the use of the final retroflex [-r] and the tendency of replacing standard retroflex initials [ʈʂ-], [ʈʂʰ-], [ʂ-] with dental variants [ts-], [tʂʰ-], [s-]. According to Brubaker (2012, p. 64) other common characteristic features of Taiwan-guoyu include substitution of the retroflex fricative [ʐ-] for the lateral approximant [l], elision of the labiodental [f] (-->[h]), unrounding of [y] vowel (-->[i]), insertion/deletion of the labial-velar [w], deletion of the glide [j], replacement of the palatal [ɕ] with the alveolar [s], and the alternation of the alveolar [n] with the velar [ŋ] and vice versa.

However, despite these common features, Brubaker (2012, p. 40-42) points out that different studies show different phonetic patterns in Taiwan-guoyu. For example, there are very

consistent results about the replacement of retroflex initials [ʈʂ-] and [ʈʂʰ-] with their dental variants [ts-] and [tʂʰ-] in Taiwan-guoyu, while there is still some disagreement on how [ʂ-] and [ʐ-] are realized in Taiwan-guoyu.

What stands in the middle of the continuum is Taiwanese Mandarin, a variety that is less formal yet more normative than Standard Mandarin. Like Taiwan-guoyu, Taiwanese Mandarin lacks the final retroflex [-r]. Yet, its retroflex initials are between Standard Mandarin and Taiwan-guoyu. Its retroflex initials are not replaced with dental variants as in Taiwan-guoyu, but they are not as salient as in Standard Mandarin either. They are in the middle of the full retroflex [ʈʂ-], [ʈʂʰ-], [ʂ-], and full dental forms [ts-], [tʂʰ-], [s-]. They are intermediate palato-alveolar sounds [[tʃ], [[tʃʰ], and [ʃ] (Brubaker, 2012, p. 61).

### **2.3.3 General Attitude**

Local varieties such as Southern Min and varieties that have more influences from local varieties such as Taiwan-guoyu always have rather negative association. Take the most dominant local variety Southern Min as an example. Speakers of Southern Min are always associated with people with lower socioeconomic status in society, such as peasants, workers, fishermen and old people. As a result, Southern Min always has the negative connotations such as vulgar, rural, uneducated, old, and socioeconomically disadvantaged (Hsiao, 2000). Comments from participants in Brubaker's (2012, p. 107-110) study supported these negative images. His participants described Taiwan-guoyu, which is a Mandarin variety that has been greatly influenced by Southern Min, as a symbol of lack of culture and education, low status, and low levels. And this is especially true for women. Women who use Taiwan-guoyu are always considered lacking refinement and thus are always ridiculed by others.

Standard Mandarin also has negative association. According to Brubaker (2012, p. 97-105), although the use of Standard Mandarin features such as full retroflex is considered as a sign of good education or of coming from a good family background, it is also a sign of being an outsider. Standard Mandarin was brought to Taiwan by the Republic of China (ROC) government and was enforced very strictly, especially in education and administrative systems. People who did not speak Standard Mandarin would be punished in school and could hardly find a job in the government. Thus, Standard Mandarin is always associated with the identity of people who are from Mainland China. For example, participants in Brubaker's study (2012, p. 102) made comments that illustrate this idea. One suggested that if people use too much Standard Mandarin, they sound like people who are from Mainland China, and another participant who used to speak Standard Mandarin forced himself to change his accent because he had always been considered a person who was not from Taiwan, but from a province in Mainland China. Because of the negative association with Standard Mandarin as an outsider, speech that is characterized by too many features of Standard Mandarin are always considered strange, unnatural, uncomfortable, distant, alienated, and even affected, arrogant and snobby. By contrast, most of Brubaker's (2012, p. 113-123) participants agreed that though the lack of features of Standard Mandarin makes the nativized Taiwanese Mandarin less formal, it is what most Taiwanese people use and thus it is considered completely acceptable and normative.

### **3.0 CURRENT RESEARCH**

#### **3.1 HYPOTHESIS**

As the literature review suggests, unlike men, who can use their actual action and achievement to show who they are and what they are capable of, women always need to use language to show who they are and to gain power. In other words, language is a more important capital for women than it is for men. Based on the ideas that language is an important way for women to present their persona and that language is one of women's most important capitals, two hypotheses were formed. First, since language use is an important way to show women's persona, women who use vernacular forms will receive more negative responses than men who also use vernacular forms. Secondly, because language is important capital for women, in order to have different types of advantages and to build authority, women are more likely to use standard varieties and to avoid using vernacular varieties than men.

## 3.2 METHODOLOGY

### 3.2.1 Data Collecting

The data was collected in a mixed methodology—half quantitative and half qualitative. The quantitative part was online surveys and was distributed to various online platforms. Participants accessed the link to the online surveys through e-mails, posts on online social networking websites such as Facebook and Twitter, and posts on Internet forums and bulletin board systems in Taiwan. Survey participants would leave their contact information if they were willing to participate in the follow-up interviews.

As for the contents, the first part of the quantitative surveys was about participants' background information, such as age, gender, occupation, origin, and so on (See [Appendix A](#)). The other part of the quantitative surveys was to answer the research question about what people's attitude toward a certain gender's language use is. There were eleven qualities that were assessed by participants: 1) intelligence, 2) education, 3) social status, 4) reliability, 5) friendliness and helpfulness, 6) humor, 7) identification, 8) fluency, 9) communicative efficiency, 10) aesthetic quality, and 11) model of pronunciation. 1-3 was the assessment of status and competence; 4-7 was of personal integrity and social attractiveness; 8-11 was of linguistic attractiveness. These qualities and categorizations were adapted from Ladegaard's study (1998) on participants' stereotypes and attitude toward three English varieties in Denmark. Another two qualities were also added: 12) modernity, and 13) marriage advantage. Each gender's use of different varieties was evaluated in terms of these thirteen qualities. See [Appendix B](#). There were five options for each quality: *strongly disagree*, *disagree*, *neutral*, *agree*, *strongly agree*.



Participants listened to 12 different recording passages with a similar topic, which was about recipes, and made judgments about each speaker in terms of the 13 qualities mentioned above. See [Appendix C](#) for the passage transcripts. 1 male speaker and 1 female speaker, who were able to present features of all of the three Mandarin varieties, both recorded 3 passages. For both speakers, the first passage featured Standard Mandarin; the second passage featured Taiwanese Mandarin. The last passage featured Taiwan-guoyu. In Table 2, the features of the three Mandarin varieties in the 6 passages are highlighted. The feature of Standard Mandarin is retroflex initials; the feature of Taiwanese Mandarin is palato-alveolar initials; the features of Taiwan-guoyu are dental initials, substitution of the retroflex fricative [ʐ-] for the lateral approximant [l], elision of the labiodental [f] (-->[h]), unrounding of [y] vowel (-->[i]), insertion/deletion of the labial-velar [w], deletion of the glide [j], replacement of the palatal [ɕ] with the alveolar [s], and alternation of the alveolar [n] with the velar [ŋ] and vice versa. Participants were not aware that these two speakers recorded three different passages respectively.

The other 6 passages were presented by other speakers with random genders and random varieties, and these random passages were inserted among those 6 passages that were our analysis focus. See Table 1 for the order of passages. The rows in grey were our focus of analysis. Right after they listened to each passage, participants completed the survey presented in [Appendix B](#). The passage-listening and question-answering process repeated 12 times.

Before moving on to other details, the information about the two speakers who were able to present the three varieties was described in the following. These two speakers were both college students. They were both from families where Taiwan-guoyu was accessible. The male speaker's grandparents and two uncles only had elementary school diplomas, and their

occupations--farmers and blue-collar workers--had rather low socioeconomic status. The female speaker's dad only had a junior high school diploma, and he was also a blue-collar worker. Due to the low education level and low social status, these two speakers' family members used very non-standard language, and therefore these two speakers were able to imitate the features of Taiwan-guoyu very well. On the other hand, the female speaker had participated in many speech contests in high school, so she was well trained to use very standard language. As for the male speaker, because his mother was a Chinese teacher, she had paid great attention to his language use since he was a child. Although both speakers were very familiar with the features of Taiwan-guoyu and Standard Mandarin, Taiwanese Mandarin was still the variety they used the most in their daily life. Thus, they also had no problem with producing Taiwanese Mandarin features.

To make sure the passages by these two speakers were comparable, the researcher had chosen passages that included the same features (e.g. retroflex initials in Standard Mandarin, dental initials, elision of the labiodental and so on in Taiwan-guoyu) for them. See Table 2 for details. In addition, even if they were already very familiar with the features of the three Mandarin varieties, they were made aware of each feature presented in the 6 passages so that they would not miss any important details.

At the end of the research, the participants were informed that the 6 passages were actually presented by the same male speaker and female speaker. All of them agreed that these two speakers' three varieties were all very authentic. They gave comments such as "he sounds like an anchorman on TV" ("他聽起來很像新聞主播") and "she is so standard that it's like she's participating in a speech contest instead of reading along a recipe" ("她實在太字正腔圓了，怎麼念個食譜可以弄得像再參加演講比賽一樣") for these two speakers' Standard Mandarin. Participants also agreed that their Taiwan-guoyu is very believable. One participant

said that she really thought the male speaker was a low-status construction worker (“我還以為他是沒什麼社會地位的建築工人”) and thought the female speaker did not receive good education at all (“她好像完全沒受什麼教育的感覺”).

The methodology of this study was based on the matched-guise technique, which was developed by Lambert (2003) and his co-researchers to elicit stereotyped impressions from their participants. In their study in the Province of Quebec, French-English bilinguals recorded passages in both English and French. The listeners were not aware that the different passages were actually presented by the same speakers. The results showed that listeners tended to have different evaluations of the same speakers’ characteristics, such as appearance and personality. For instance, for English-speaking Canadians, the speakers were associated with more positive qualities such as better looking, smart, kind, ambitious, and so on, when they spoke English instead of French.

**Table 1. Order of Passages**

Number	Vareity	Gender
1	Other	Male
2	Taiwanese Mandarin	Female
3	Other	Female
4	Taiwan-guoyu	Male
5	Other	Male
6	Standard Mandarin	Male
7	Other	Female
8	Taiwanese Mandarin	Male
9	Other	Female
10	Standard Mandarin	Female
11	Other	Male
12	Taiwan-guoyu	Female

Table 2. Features of Three Varieties in the Six Passages

Number	Variety	Gender	Feature(s)
6	Standard Mandarin	Male	<p>Retroflex initials (in red):</p> <p>jīn tiān wǒ yào lái jiāo dà jiā zuò xiāng là zhū ǎi duǒ 。 shǒu xiān xiān jiāng zhū ǎi duǒ chú máo qīng lí gǎn jìng , jiē zhe fàng zài gǔn shuǐ lí chuān tàng , chuān tàng hǎo zhī hòu qiē chéng tiáo zhuàng bèi yòng , cōng qiē duàn 、 jiāng suàn qiē piàn , guō lí fàng yóu , bào xiāng cōng jiāng suàn 、 huā jiāo 。 jiē zhe jiā rù gǎn là jiāo bào xiāng , bìng fàng rù qiē hǎo de zhū ǎi duǒ 。 jiē zhe fàng rù jiàng yóu 、 liào jiǔ 、 bái táng bān chǎo shàng sè 。 zuì hòu jiāng guō lí suǒ yǒu shí cái chǎo zhī shǒu zhī , chū guō qián fàng rù bái zhī má jí kě shí yòng 。</p>
10	Standard Mandarin	Female	<p>jīn tiān wǒ yào lái jiāo dà jiā zuò zhū wěi fèng zhǎo tāng 。 yào zhǔn bèi de shí cái bāo kuò zhū wěi shí tiáo , fèng zhǎo wǔ zhī , xiāng gū shí duǒ , hóng zǎo shí lì , huā shēng èr shí lì 。 shí cái zhǔn bèi hǎo hòu , xiān jiāng xiāng gū jìn pào yī xiǎo shí , pào ruǎn zhī hòu , qiē chéng liǎng bàn , fèng zhǎo yě qiē chéng liǎng bàn 。 jiē xià lái jiāng zhū wěi qiē chéng shù kuài , fàng jìn fèi shuǐ zhōng chuān tàng 。 zhū wěi chuān tàng hòu hé fèng zhǎo 、 xiāng gū hé hóng zǎo yī qǐ fàng rù wǎ guǎn zhī zhōng , yòng dà huǒ zhǔ gǔn , wǔ fèn zhōng hòu , diào chéng xiǎo huǒ , áo dà yuē yī xiǎo shí 。 zuì hòu jiā rù shǎo xǔ yán , fàng liáng hòu jí kě shí yòng 。</p>
2	Taiwanese Mandarin	Female	<p>Palato-alveolar initials (in blue)</p> <p>jīn tiān wǒ yào lái jiāo dà jiā zuò zuò tián diǎn shí hěn cháng yòng dào de yù tóu xiàn 。 zuò yù tóu xiàn yào zhǔn bèi de cái liào yǒu yù tóu wǔ bǎi gōng kè , xì shā táng bā shí gōng kè , wú yán nǎi yóu sān shí gōng kè 。 táng de fèn liàng jǐn gòng cān kǎo , kě yǐ yī zhào zì jǐ xǐ hǎo zēng jiā huò jiǎn shǎo 。 cái liào zhǔn bèi hǎo zhī hòu , shǒu xiān xiān bǎ yù tóu xuē pí qiē chéng kuài zhuàng huò piàn zhuàng , yòng</p>

			dà huǒ zhēng èr shí fēn zhōng , zhēng dào yòng zhú qiān kǎ yǐ qīng yì chuō rù de chéng dù jiù kǎ yǐ le 。 jiē zhe chèn rè yòng chā zǐ bǎ zhēng hǎo de yù tóu yā chéng ní zhuàng , rán hòu bǎ shā táng jí nǎi yóu yī xù jiā rù bìng bàn yún jí kǎ , fàng liáng zhī hòu jiù kǎ yǐ bǎ tā shǐ yòng zài bù tóng de tián diǎn shàng le 。
8	Taiwanese Mandarin	Male	jīn tiān wǒ yào lái jiāo dà jiā zuò xiā rén dàn chǎo fàn 。 yào zhǔn bèi de cái liào yǒu xiā rén shí liǎng 、 yǐ jīng tàng shú de wān dòu rén shí liǎng 、 yáng cōng liǎng gè 、 dàn wǔ gè 、 lěng fàn sì wǎn 、 yóu wǔ shí 、 cōng huā shǎo xǔ 、 yán 、 hú jiāo fēn shǎo xǔ 。 shí cái zhǔn bèi hǎo zhī hòu dǎ liǎng kē dàn bèi yòng 。 bái fàn jiā rù yī kē dàn huáng bàn yún shǐ fàn lì chéng xiàn jīn huáng sè 。 jiē zhe jiāng xiā rén pōu bàn , fàng rù dàn yè zhī zhōng , jiāng xiā rén yǔ dàn yè bàn yún 。 jiē zhe zài guō zhōng jiā rù shǎo xǔ shā lā yóu , bào xiāng cōng mò , zài jiā rù xiā rén yǔ dàn yè bàn chǎo 。 zuì hòu jiā rù bái fàn bàn chǎo , bìng jiā rù qīng dòu rén hé shí liàng de yán jí kǎ chéng pán shàng zhuō 。
4	Taiwan-guoyu	Male	<ol style="list-style-type: none"> <li>1. Dental initials</li> <li>2. Substitution of the retroflex fricative [ʐ-] for the lateral approximant [l]</li> <li>3. Elision of the labiodental [f] (--&gt;[h])</li> <li>4. Unrounding of [y] vowel (--&gt;[i])</li> <li>5. Insertion/deletion of the labial-velar [w]</li> <li>6. Deletion of the glide [j]</li> <li>7. Replacement of the palatal [ɕ] with the alveolar [s]</li> <li>8. Alternation of the alveolar [n] with the velar [ŋ] and vice versa</li> <li>9. Multiple features</li> </ol> <p>īn tiān wǒ yào jiāo dà jiā zuò yǎng shēng de mǔ lì gāi fàn 。 yào zhǔn bèi de shí cái shì mǐ sān bēi , mǔ lì wǔ bǎi wǔ shí kē 。 yào zhǔn bèi de diào wèi liào yǒu jiàng yóu sì dà sháo , là jiāo yī xiǎo sháo , qiē hǎo de cōng yī dà sháo , dǎo hǎo de suàn yī dà sháo , xiāng yóu zhī má 、 hú jiāo fēn shǎo liàng 。 suǒ yǒu cái liào zhǔn bèi hǎo zhī hòu , xiān jiāng mǔ lì qù</p>

			ké , yòng yán shuǐ xǐ jìng bìng chū qù shuǐ fèn 。 jiē zhe bǎ fàn zhēng de bù ruǎn bù yìng , bìng zài mèn de shí hòu fàng rù mǔ lì zhēng shù 。 zuì hòu bǎ fàn shèng zài wǎn lǐ bàn rù diào wèi liào jí kě shí yòng 。
12	Taiwan-guoyu	Female	jīn tiān wǒ yào jiāo dà jiā zuò tái wān de měi shí xiǎo chī lǚ ròu fàn 。 xiān jiāng liú bǎi wǔ shí shí kè de sān céng ròu chuān tàng xǐ qǔ xuè shuǐ , qiē chéng zhǎng tiáo zhuàng 。 fàng rù chǎo guō bìng jiā rù shǎo xǔ wǔ xiāng fěn jí hú jiāo shāo wēi chǎo dào jiāo huáng xiāng wèi chū lái , zài jiā rù fàn wǎn bā fèn mǎn de jiàng yóu gāo 、 bàn wǎn de jiàng yóu lù bàn chǎo zhì sān céng ròu yán sè biàn shēn 。 jiē zhe zài jiā rù bàn wǎn hóng cōng sū jí shǎo xǔ bīng táng bàn yún fàng rù shā guō , jiā rù qīng shuǐ yǐ dà huǒ zhǔ gǔn zhuǎn xiǎo huǒ yuē lǚ yī diǎn wǔ dào liǎng gè xiǎo shí jiù kě yǐ le 。 rú guǒ yào zhòng xīn jiā rè , kě yǐ yòng diàn guō lái zhēng 。

### 贊助

The results were turned into scores for analysis. The option *strongly disagree* was one point; *disagree* was two points; *neutral* was three points; *agree* was four points; and *strongly agree* was five points. The data was analyzed by the one-way analysis of variance (ANOVA) in SPSS. The mean of each speaker's each quality was compared to check if there is any significant difference between different speakers. For example, if Taiwan-guoyu male speaker's score on the quality *social status* is not only higher than the Taiwan-guoyu female speaker's, but also statistically significantly different from it, it can be concluded that Taiwan-guoyu females do receive more negative responses than males for the quality *social status*. If the male's score is higher than the female's but not statistically significantly different from it, it can be concluded that the fact that Taiwan-guoyu females receive more negative responses than males for the quality *social status* might just be random.

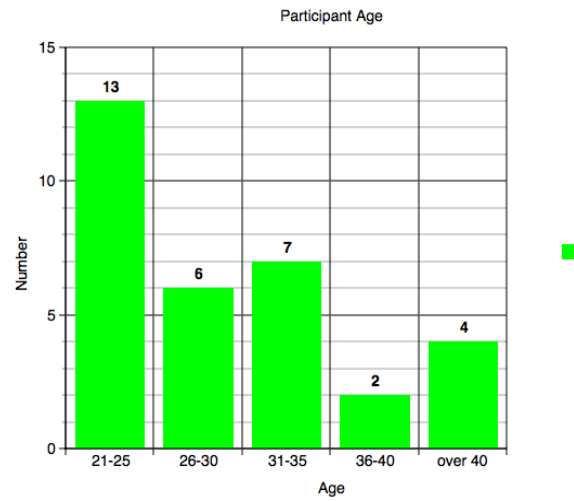
As for the qualitative part, interview participants were chosen through proportionate stratified sampling. All surveys participants were divided into five subsets: 1) blue-collar woman, 2) white-collar woman, 3) blue-collar man, 4) white-collar man, and 5) student. The number of interview participants from each subset was determined by its percentage in the population. Interviewees talked about 1) their awareness of gender patterns on language use, 2) their attitude toward a certain gender's language use, and 3) motivation of language use of different genders (See [Appendix D](#)).

If the data shows that when using features of Taiwan-guoyu, women are more likely to be associated with negative qualities, such as low education and low status than men, the hypothesis that women receive more negative attitude than men when using vernacular forms is supported. If the negative association among men and women is almost the same, the hypothesis is rejected.

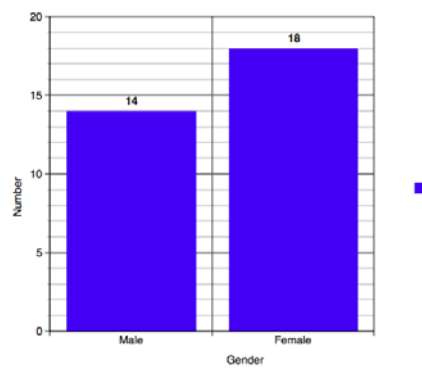
If the interview data shows that women use language to present their persona and to gain different types of advantages, such as job and marriage opportunities, the hypothesis that women use language as their important capital is supported.

### **3.2.2 Participants**

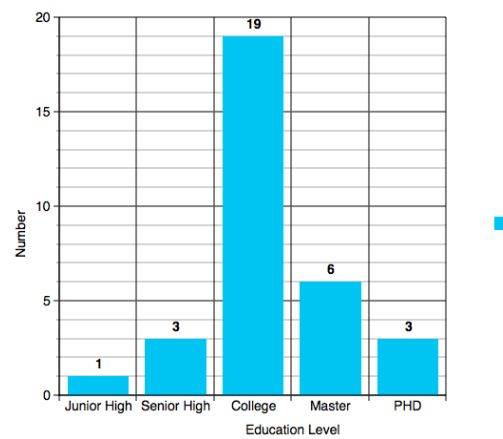
There were 32 participants answering the surveys. The average age was 29.1 years old (Figure 1). 18 of them were females and 14 were males (Figure 2). 1 of them dropped out in senior high school, and others' education levels were at least above senior high school (Figure 3). 20 of them were students, and 3 of them were blue-collar workers and 9 of them were white-collar workers (Figure 4).



**Figure 1. Participant Age**

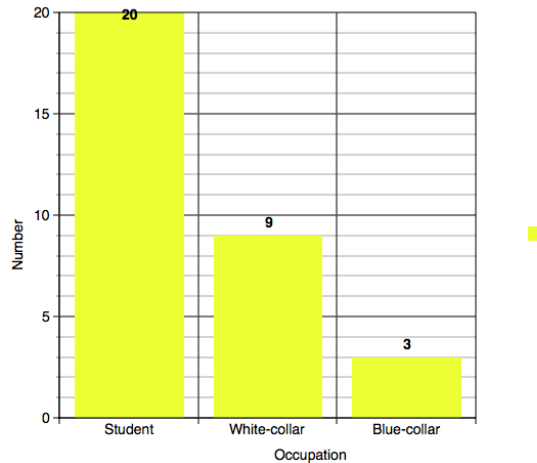


**Figure 2. Participant Gender**



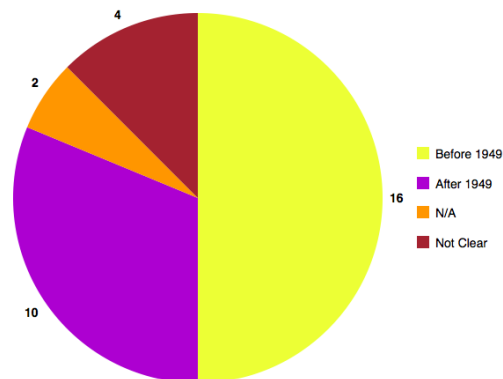
**Figure 3. Participant Education Level**



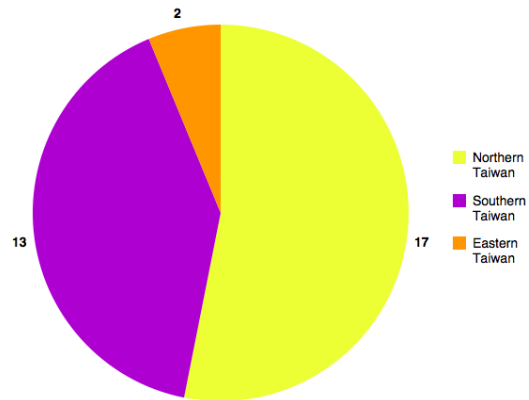


**Figure 4. Participant Occupation**

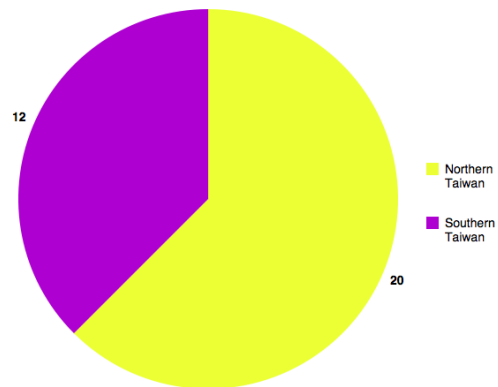
As for the origin, families of 16 participants moved to Taiwan from China before the ROC government retreated to Taiwan in 1949, and families of 10 participants moved to Taiwan from China after 1949. Ancestors of 2 participants were aborigines, and 4 of them were not sure when their families moved to Taiwan (Figure 5). 17 participants' hometowns were in northern Taiwan (further north than Taichung); 13 participants were from southern Taiwan (further south than Taichung); 2 participants' hometowns were in eastern Taiwan (Figure 6). Taichung itself was considered a northern part of Taiwan here. As for the current living area, 20 participants were living in northern Taiwan and 12 were living in southern Taiwan (Figure 7).



**Figure 5. Time of Moving to Taiwan**

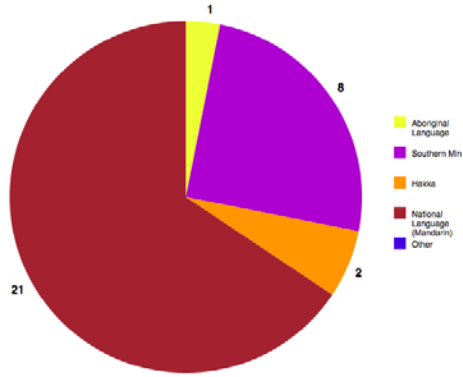


**Figure 6. Participant Hometown**

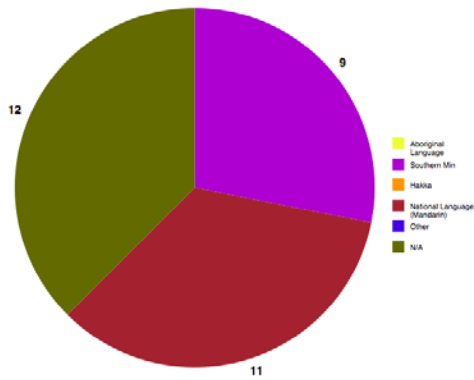


**Figure 7. Participant Current Living Area**

1 participant's native spoken language was aboriginal language; 8 participants' was Southern Min; 2 participants' was Hakka; 21 participants' was the national language, or Mandarin (Figure 8). As for the second spoken language, 11 considered Mandarin their second spoken language; 9 considered Southern Min their second spoken language; 12 considered they did not have a second spoken language (Figure 9).



**Figure 8. Participant First Spoken Language**



**Figure 9. Participant Second Spoken Language**

### 3.3 RESULTS AND DISCUSSION

#### 3.3.1 Attitude toward Each Gender's Language Use

The results of each passage in terms of the thirteen qualities are summarized from Table 3 to Table 8. These six tables show how many survey participants selected each option for each speaker's each quality. For instance, Table 3 shows that no one strongly disagreed against the statement that the male Standard Mandarin speaker is intelligent; one disagreed; seven were neutral; twenty one agreed; and three strongly agreed.

**Table 3. Standard Mandarin (Male)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	0	1	7	21	3
Education	0	0	10	20	2
Social status	0	1	5	23	3
Reliability	1	2	18	10	1
Friendliness and helpfulness	2	8	20	2	0
Humor	6	9	16	1	0
Taiwanese identification	7	13	11	1	0
Fluency	1	1	6	20	4
Communicative efficiency	1	3	10	13	5
Aesthetic quality	3	2	13	13	1
Model of pronunciation	3	3	7	14	5
Modernity	5	9	15	2	1
Marriage advantage	2	4	24	2	0

**Table 4. Standard Mandarin (Female)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	0	2	3	24	3
Education	0	1	2	26	3
Social status	0	1	4	25	2
Reliability	1	1	19	10	1
Friendliness and helpfulness	4	12	11	3	2
Humor	8	15	8	1	0
Taiwanese identification	8	19	5	0	0
Fluency	2	2	4	21	3
Communicative efficiency	0	2	12	16	2
Aesthetic	1	3	8	16	4

quality					
Model of pronunciation	1	1	10	17	3
Modernity	3	8	18	3	0
Marriage advantage	1	4	21	4	2

**Table 5. No. 8 Taiwanese Mandarin (Male)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	0	1	3	25	3
Education	0	1	5	24	2
Social status	0	0	7	23	2
Reliability	0	1	12	18	1
Friendliness and helpfulness	1	0	13	16	2
Humor	0	2	23	6	1
Taiwanese identification	0	0	2	24	6
Fluency	0	1	4	23	4
Communicative efficiency	0	1	7	22	2
Aesthetic quality	1	1	16	13	1
Model of pronunciation	1	1	15	13	2
Modernity	0	0	10	18	4
Marriage advantage	1	1	20	9	1

**Table 6. No. 2 Taiwanese Mandarin (Female)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	0	0	1	28	3
Education	0	0	3	28	1
Social status	0	0	3	25	4
Reliability	0	1	10	19	2
Friendliness and helpfulness	0	1	11	17	3
Humor	1	2	26	2	1

Taiwanese identification	0	1	4	22	5
Fluency	0	0	1	27	4
Communicative efficiency	0	1	5	21	5
Aesthetic quality	0	1	13	15	3
Model of pronunciation	0	1	11	16	4
Modernity	1	0	9	17	5
Marriage advantage	0	2	13	15	2

**Table 7. No. 4 Taiwan-guoyu (Male)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	2	12	16	2	0
Education	8	16	8	0	0
Social status	9	18	4	1	0
Reliability	3	12	14	3	0
Friendliness and helpfulness	1	2	6	14	9
Humor	1	2	9	13	7
Taiwanese identification	0	2	4	20	6
Fluency	4	8	13	5	2
Communicative efficiency	2	10	15	4	1
Aesthetic quality	12	13	7	0	0
Model of pronunciation	9	20	3	0	0
Modernity	6	18	8	0	0
Marriage advantage	6	14	11	1	0

**Table 8. No. 12 Taiwan-guoyu (Female)**

	Strongly disagree (1 point)	Disagree (2 points)	Neutral (3 points)	Agree (4 points)	Strongly agree (5 points)
Intelligence	4	16	12	0	0

Education	16	15	1	0	0
Social status	20	12	0	0	0
Reliability	4	10	17	1	0
Friendliness and helpfulness	1	1	7	18	5
Humor	1	5	17	7	2
Taiwanese identification	0	3	8	15	6
Fluency	5	9	15	2	1
Communicative efficiency	3	12	12	4	1
Aesthetic quality	28	4	0	0	0
Model of pronunciation	31	1	0	0	0
Modernity	19	11	2	0	0
Marriage advantage	14	15	3	0	0

In the following section, the one-way ANOVA was operated to calculate each passage's mean score for each quality and also to examine if there is any significant difference in the mean scores between different speakers.

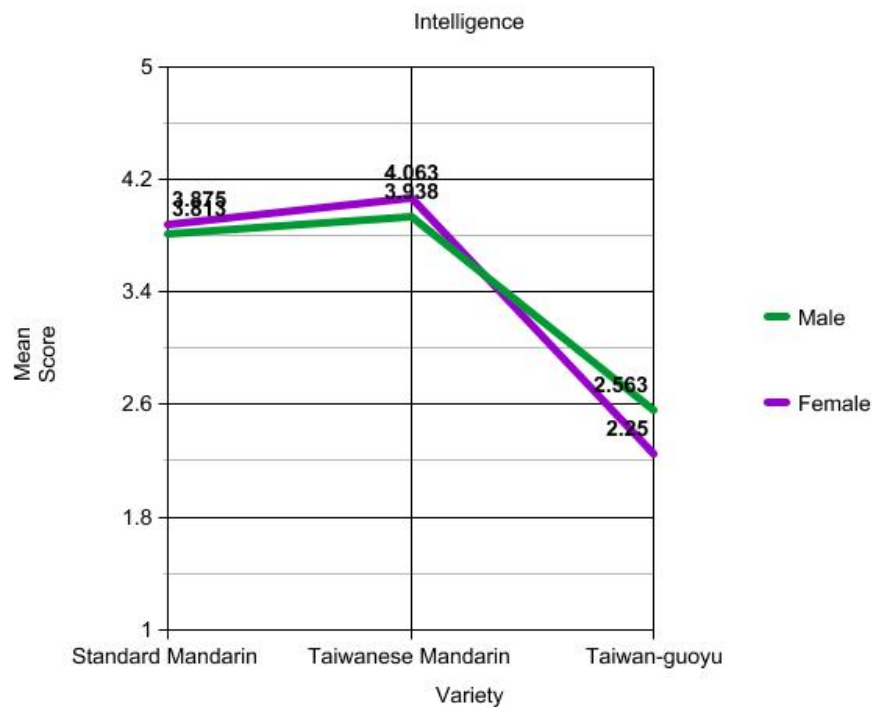
### 3.3.1.1 Intelligence

For the quality *intelligence*, Taiwanese Mandarin female received the highest mean (4.06), followed by Taiwanese Mandarin male (3.93), Standard Mandarin female (3.87), Standard Mandarin male (3.81), Taiwan-guoyu male (2.56), and lastly Taiwan-guoyu female (2.25).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin

female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ). There was no significant difference within each gender pair of each variety. The significant differences existed between the two more standard varieties (Standard Mandarin and Taiwanese Mandarin) and the vernacular variety (Taiwan-guoyu) regardless of genders ([Appendix E.1](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.375, and for the female speakers was 1.813 (Figure 10).



**Figure 10. Intelligence Range**



### 3.3.1.2 Education

For the quality *education*, Standard Mandarin female received the highest mean (3.96), followed by Taiwanese Mandarin female (3.93), Taiwanese male (3.84), Standard Mandarin male (3.75), Taiwan-guoyu male (2.00), and lastly Taiwan-guoyu female (1.53).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), and Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.013$ ). There was no significant difference within each gender pair of each variety except the Taiwan-guoyu pair ([Appendix E.2](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.844, and for the female speakers was 2.438 (Figure 11).

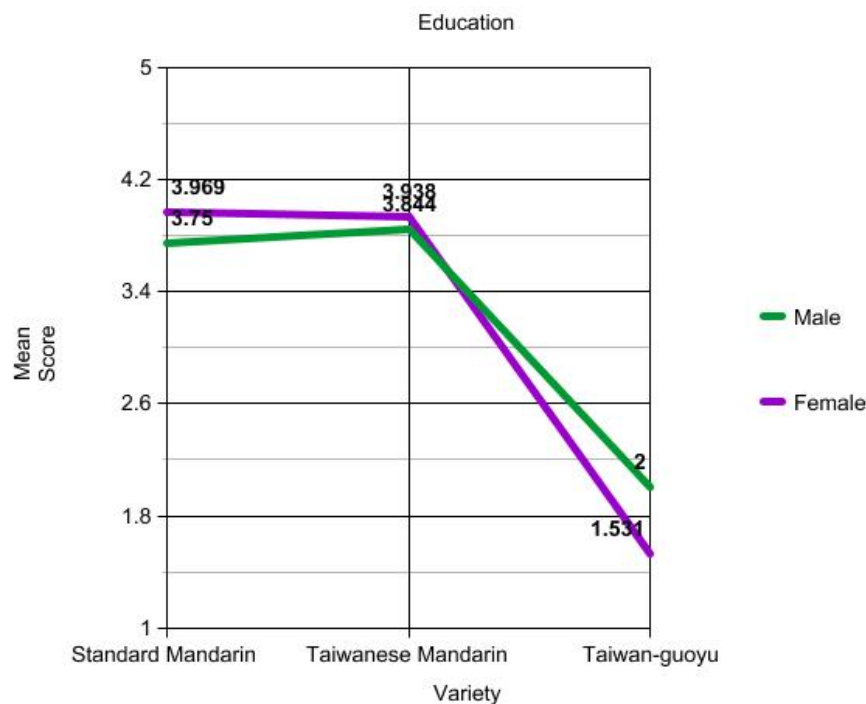


Figure 11. Education Range

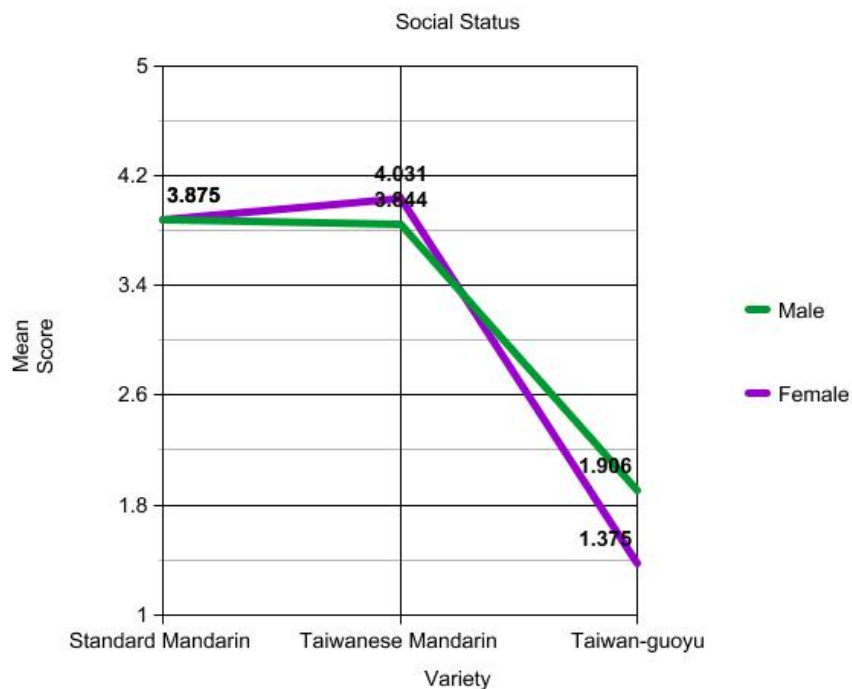
### 3.3.1.3 Social Status

For the quality *social status*, Taiwanese Mandarin female received the highest mean (4.03), followed by Standard Mandarin male and female (3.87), Taiwanese Mandarin male (3.84), Taiwan-guoyu male (1.90), and lastly Taiwan-guoyu female (1.37).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.003$ ). In general, the

significant differences existed between the two more standard varieties (Standard Mandarin and Taiwanese Mandarin) and the vernacular variety (Taiwan-guoyu). In addition, while there was no significant difference within the gender pairs of Standard Mandarin and Taiwanese Mandarin, the significant difference within the Taiwan-guoyu pair was found ([Appendix E.3](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.969, and for the female speakers was 2.656 (Figure 12).



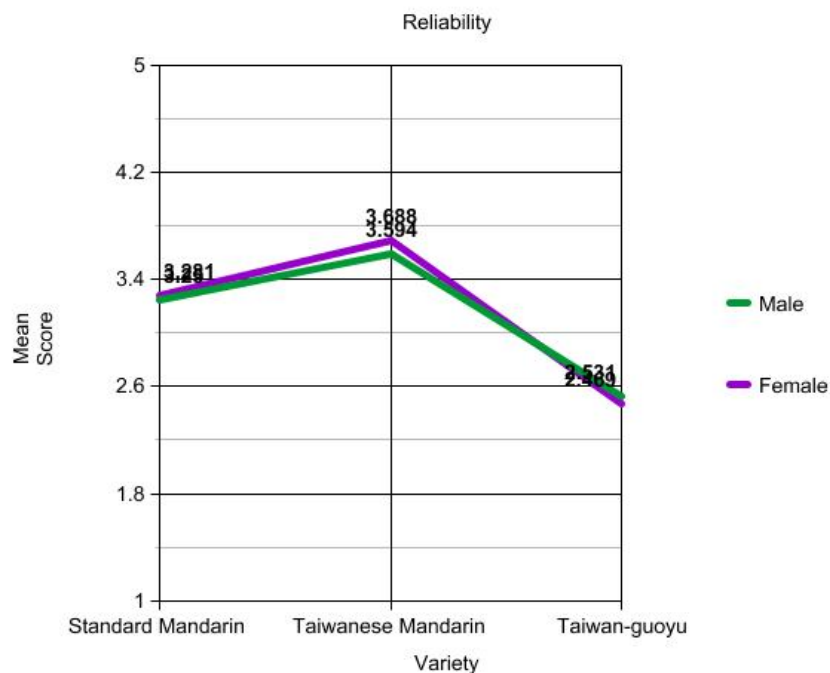
**Figure 12. Social Status Range**

### 3.3.1.4 Reliability

For the quality *reliability*, Taiwanese Mandarin female received the highest mean (3.68), followed by Taiwanese Mandarin male (3.59), Standard Mandarin female (3.28), Standard Mandarin male (3.25), Taiwan-guoyu male (2.53), and lastly Taiwan-guoyu female (2.46).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ). There was no significant difference within each gender pair of each variety. The significant differences existed between the two more standard varieties (Standard Mandarin and Taiwanese Mandarin) and the vernacular variety (Taiwan-guoyu) regardless of genders ([Appendix E.4](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.063, and for the female speakers was 1.219 (Figure 13).



**Figure 13. Reliability Range**

### 3.3.1.5 Friendliness and Helpfulness

For the quality *friendliness and helpfulness*, Taiwan-guoyu male received the highest mean (3.87), followed by Taiwan-guoyu female (3.78), Taiwanese Mandarin female (3.68), Taiwanese Mandarin male (3.56), Standard Mandarin male (2.68), and lastly Standard Mandarin female (3.59).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin male and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwanese male ( $p=0.001$ ), Standard Mandarin female and Taiwanese female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ). There was no significant difference within each gender pair. The differences existed between Standard Mandarin and other two varieties ([Appendix E.5](#)).

The range of difference between the minimum score and maximum score for both the male speakers and the female speakers was 1.187 (Figure 14).

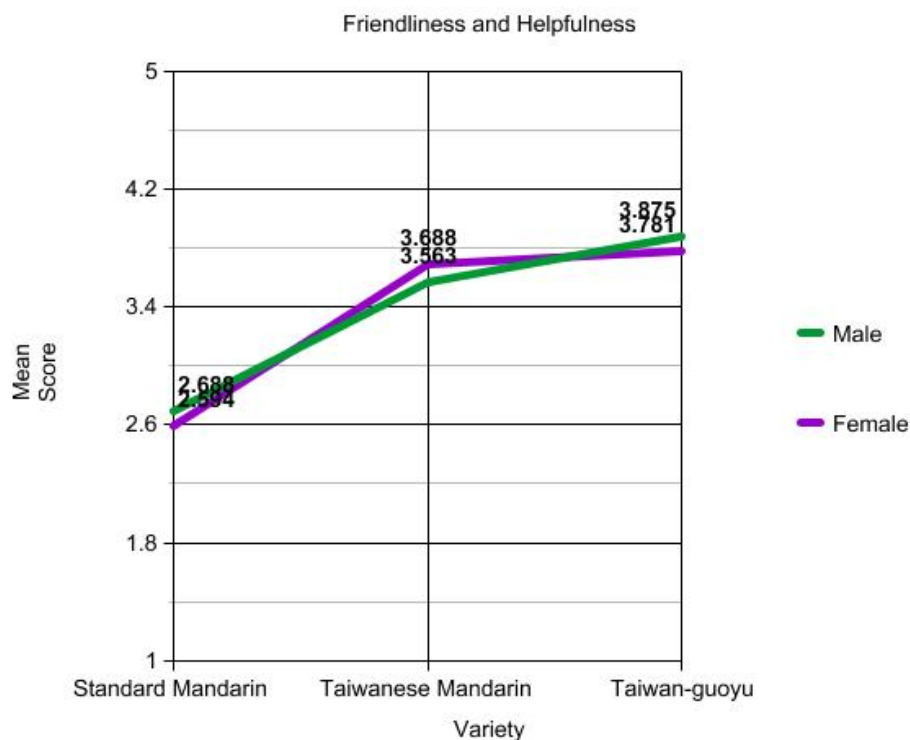


Figure 14. Friendliness and Helpfulness Range

### 3.3.1.6 Humor

For the quality *humor*, Taiwan-guoyu male received the highest mean (3.71), followed by Taiwanese Mandarin male (3.18), Taiwan-guoyu female (3.12), Taiwanese Mandarin female (3.00), Standard Mandarin male (2.37), and lastly Standard Mandarin female (2.06).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin male and Taiwanese Mandarin female ( $p=0.024$ ), Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.003$ ), Standard Mandarin female and Taiwanese male ( $p=0.001$ ), Standard Mandarin female and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), and Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.038$ ). There

was no significant difference within each gender pair except the Taiwan-guoyu pair. The differences mainly existed between Standard Mandarin and other two varieties ([Appendix E.6](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.344, and for the female speaker was 1.062 (Figure 15).

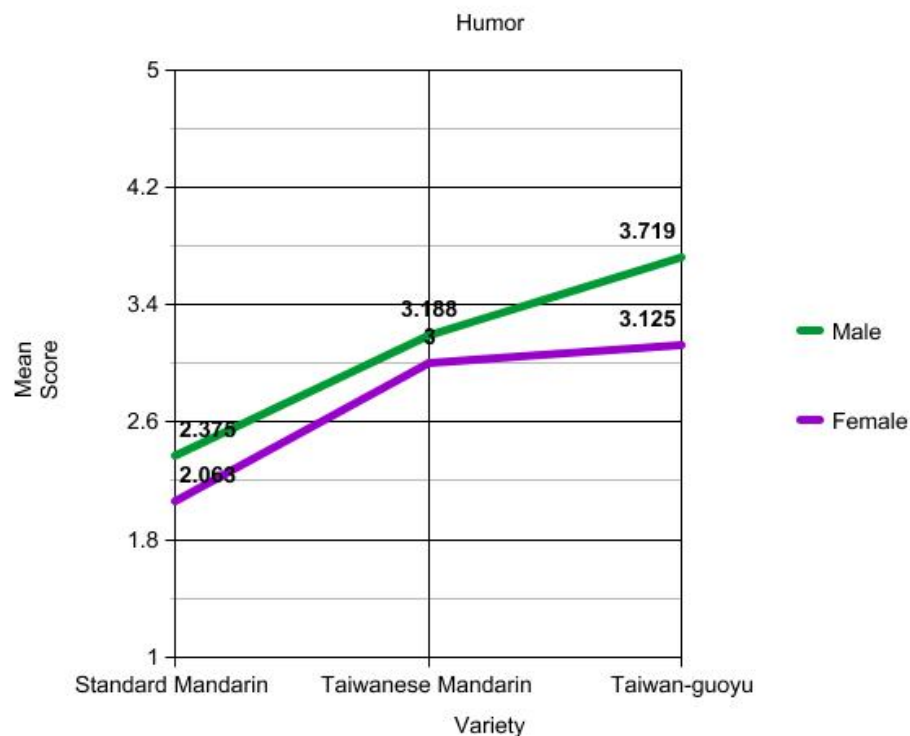


Figure 15. Humor Range

### 3.3.1.7 Taiwanese Identification

For the quality *Taiwanese identification*, Taiwanese Mandarin male received the highest mean (4.12), followed by Taiwanese Mandarin female (3.96), Taiwan-guoyu male (3.93), Taiwan-guoyu female (3.75), Standard Mandarin male (2.18), and lastly Standard Mandarin female (1.90).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin male and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin female and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ). There was no significant difference within each gender pair. The significant differences existed between Standard Mandarin and other two varieties ([Appendix E.7](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.937, and for the female speakers was 2.063 (Figure 16).

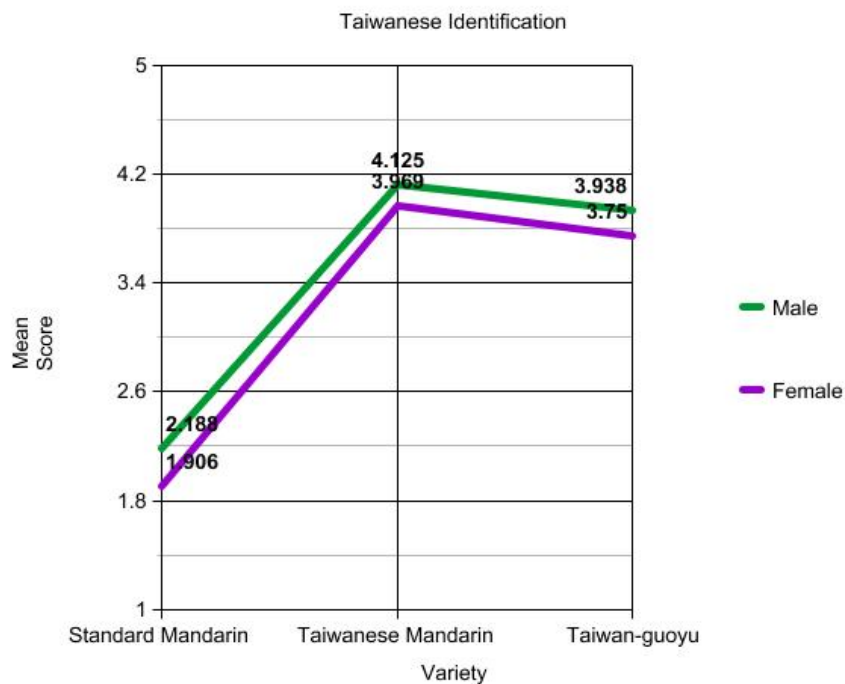


Figure 16. Taiwanese Identification Range



### 3.3.1.8 Fluency

For the quality *fluency*, Taiwanese Mandarin female received the highest mean (4.09), followed by Taiwanese Mandarin male (3.93), Standard Mandarin male (3.78), Standard Mandarin female (3.65), Taiwan-guoyu male (2.78), and lastly Taiwan-guoyu female (2.53).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ). There was no significant difference within each gender pair. The differences existed between Taiwan-guoyu and other two varieties ([Appendix E.8](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.157, and for the female speakers was 1.563 (Figure 17).

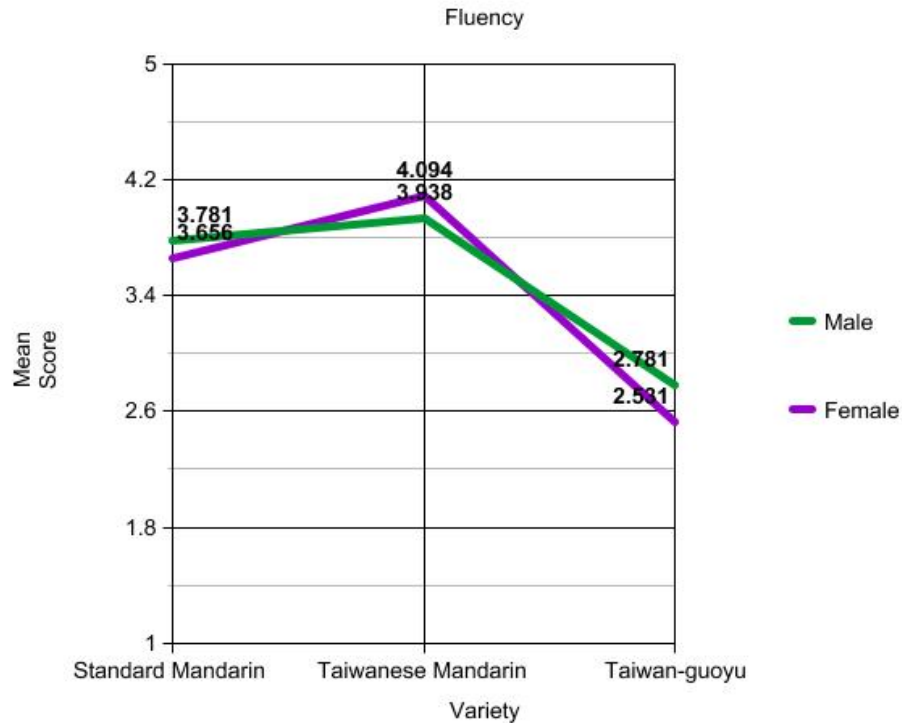


Figure 17. Fluency Range

### 3.3.1.9 Communicative Fluency

For the quality *communicative efficiency*, Taiwanese Mandarin female received the highest mean (3.93), followed by Taiwanese Mandarin male (3.78), Standard Mandarin male and female (3.56), Taiwan-guoyu male (2.75), and lastly Taiwan-guoyu female (2.62).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu

female ( $p=0.001$ ). There was no significant difference within each gender pair. The differences existed between Taiwan-guoyu and other two varieties ([Appendix E.9](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.031, and for the female speakers was 1.313 (Figure 18).

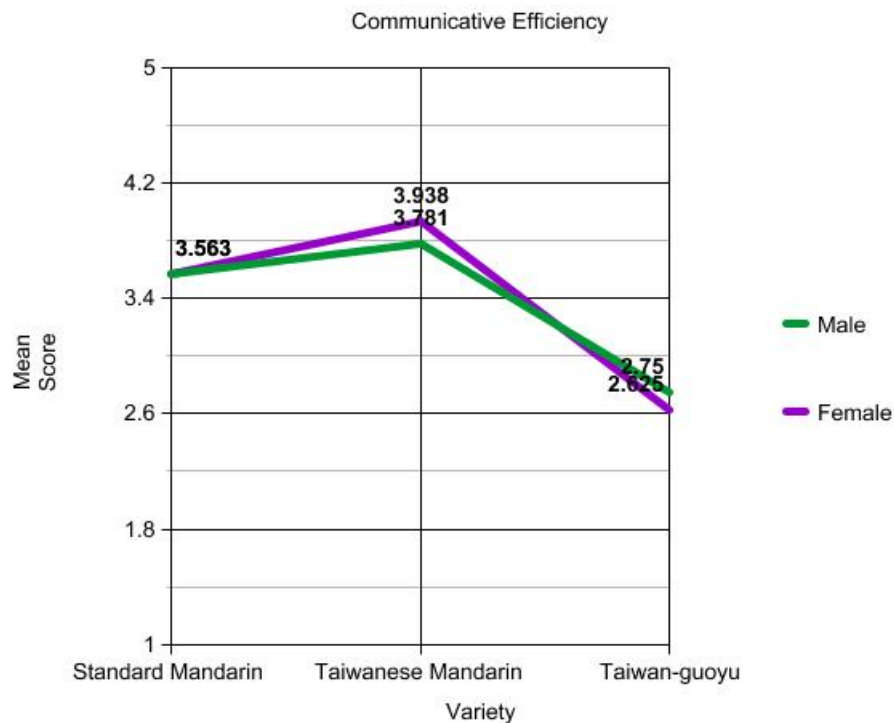


Figure 18. Communicative Fluency Range

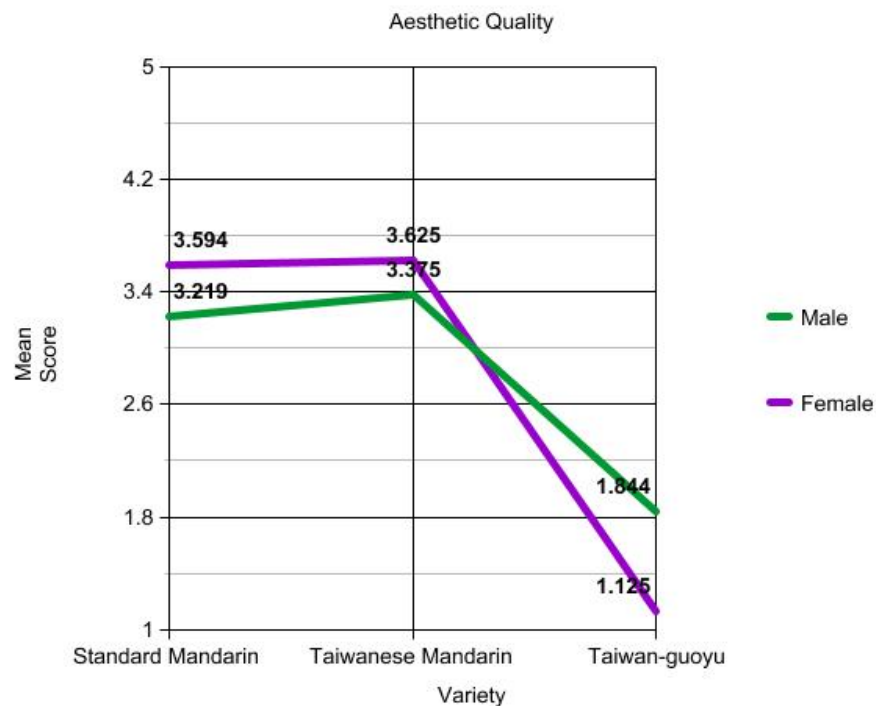
### 3.3.1.10 Aesthetic Quality

For the quality *aesthetic quality*, Taiwanese Mandarin female received the highest mean (3.62), followed by Standard Mandarin female (3.59), Taiwanese Mandarin male (3.37), Standard Mandarin male (3.21), Taiwan-guoyu male (1.84), and lastly Taiwan-guoyu female (1.12).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female

( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.004$ ). There was significant difference within the Taiwan-guoyu gender pair, but not within the gender pairs of Standard Mandarin and Taiwanese Mandarin. In general, significant differences existed between Taiwan-guoyu and other two varieties ([Appendix E.10](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.531, and for the female speakers was 2.5 (Figure 19)



**Figure 19. Aesthetic Quality Range**

### 3.3.1.11 Model of Pronunciation

For the quality *model of pronunciation*, Taiwanese Mandarin female received the highest mean (3.71), followed by Standard Mandarin female (3.62), Taiwanese Mandarin male (3.46), Standard Mandarin male (3.43), Taiwan-guoyu male (1.81), and lastly Taiwan-guoyu female (1.03).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.001$ ). In general, the differences existed between Taiwan-guoyu and other two varieties. There was significant difference within the Taiwan-guoyu gender pair, but not within other two gender pairs ([Appendix E.11](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.656, and for the female speakers was 2.688 (Figure 20).

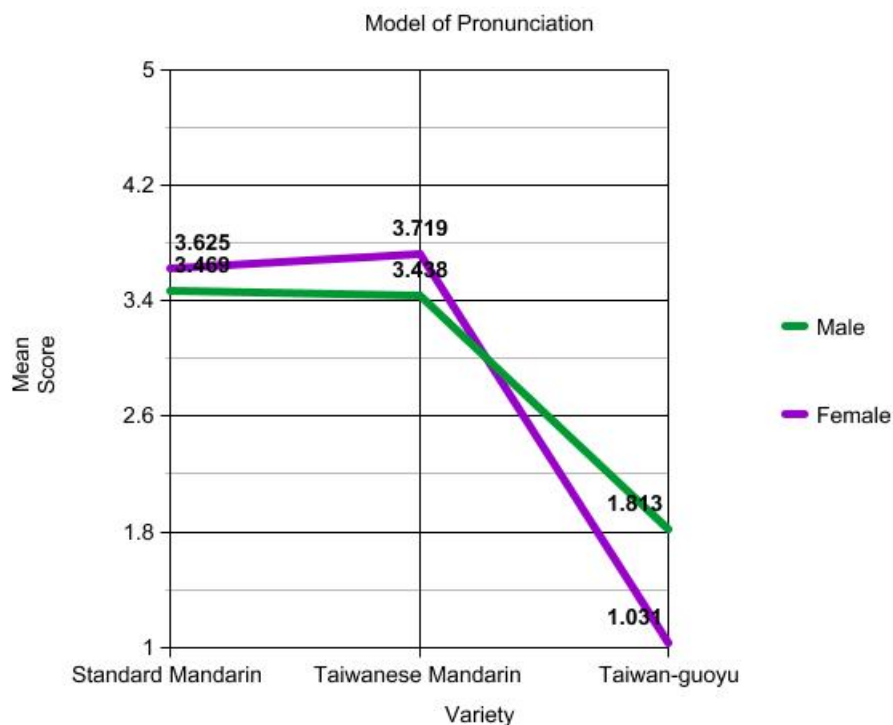


Figure 20. Model of Pronunciation Range

### 3.3.1.12 Modernity

For the quality *modernity*, Taiwanese Mandarin male received the highest mean (3.81), followed by Taiwanese Mandarin female (3.78), Standard Mandarin female (2.65), Standard Mandarin male (2.50), Taiwan-guoyu male (2.06), and lastly Taiwan-guoyu female (1.46).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin male and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwanese Mandarin male ( $p=0.001$ ), Standard Mandarin female and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.025$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male

( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwan-guoyu male and Taiwan-guoyu ( $p=0.025$ ). Significant differences existed among these three varieties. In addition, significant difference existed within the Taiwan-guoyu gender pair, but not within other two gender pairs ([Appendix 12](#)).

The range of difference between the minimum score and maximum score for the male speakers was 1.75, and for the female speakers was 2.312 (Figure 21).

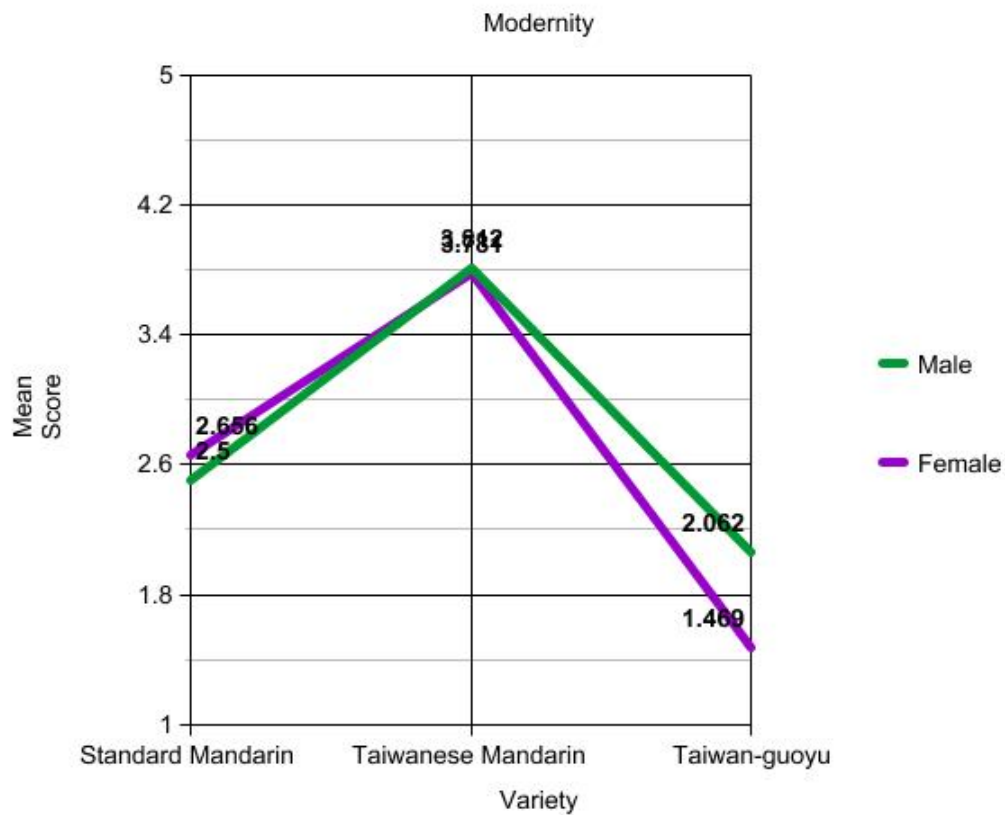


Figure 21. Modernity

### 3.3.1.13 Marriage Advantage

For the quality *model of pronunciation*, Taiwanese Mandarin female received the highest mean (3.81), followed by Standard Mandarin female (3.78), Taiwanese Mandarin male (2.50), Standard Mandarin male (1.87), Taiwan-guoyu male (1.71), and lastly Taiwan-guoyu female (1.15).

The pairs that shared statistically significant difference include Standard Mandarin male and Taiwanese Mandarin female ( $p=0.001$ ), Standard Mandarin male and Taiwan-guoyu male ( $p=0.015$ ), Standard Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Standard Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin male and Taiwan-guoyu female ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu male ( $p=0.001$ ), Taiwanese Mandarin female and Taiwan-guoyu female ( $p=0.001$ ), and Taiwan-guoyu male and Taiwan-guoyu female ( $p=0.026$ ). There was no significant difference within each gender pair except the Taiwan-guoyu pair ([Appendix E.13](#)).

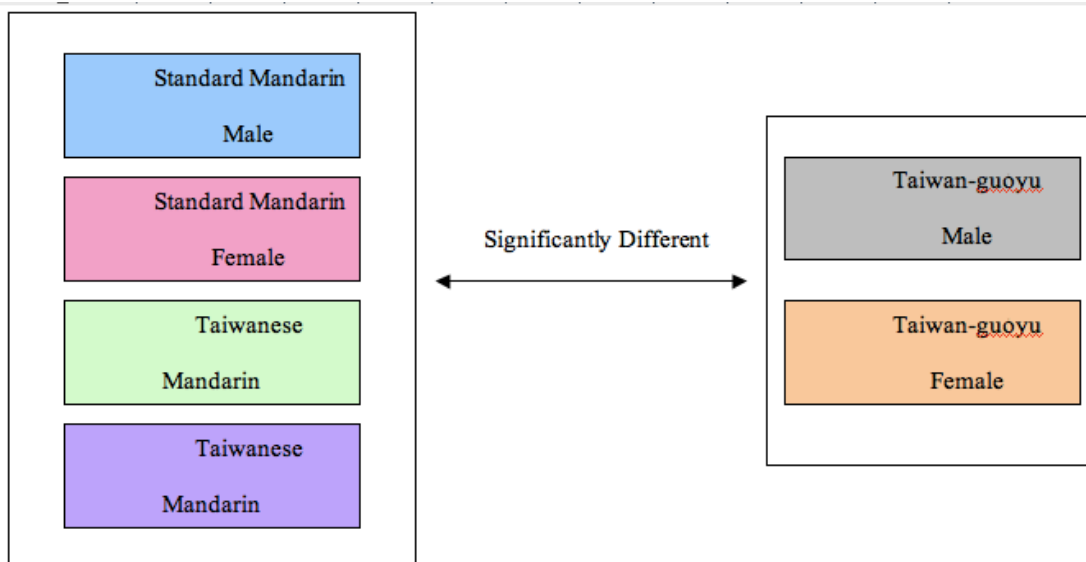
The range of difference between the minimum score and maximum score for the male speakers was 1.031, and for the female speakers was 1.875 (Figure 22).





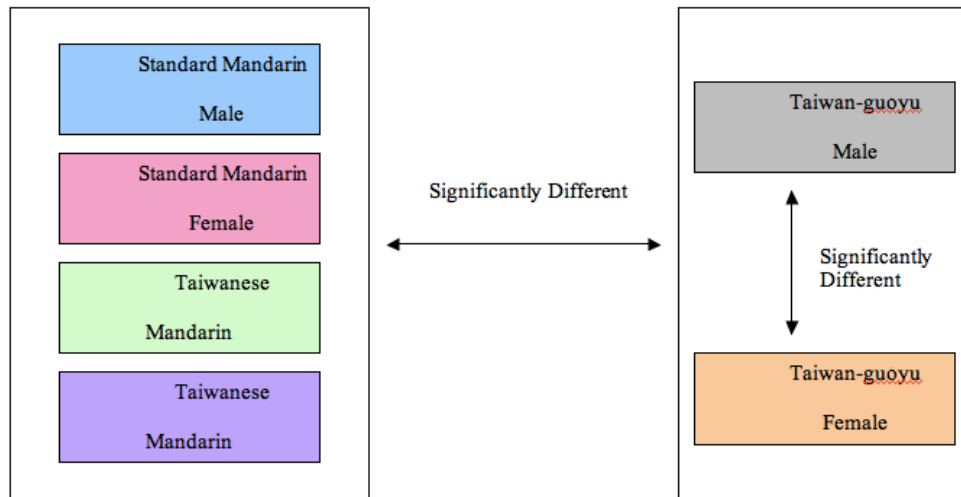
**Figure 22. Marriage Advantage**

Based on the significant differences derived from the one-way ANOVA, there were four different patterns of how these three Mandarin varieties were related to each other. The first pattern is that Standard Mandarin speakers and Taiwanese Mandarin speakers did not have significant difference regardless of genders. In addition, both Standard Mandarin speakers and Taiwanese Mandarin speakers were significantly different from Taiwan-guoyu speakers regardless of genders. In this pattern, there was no significant difference within any gender pair (Figure 10). Out of the thirteen qualities, the following qualities were included in this category: *intelligence, reliability, fluency, and communicative efficiency*.



**Figure 23. Pattern 1**

The second pattern is similar to the first pattern in that Standard Mandarin speakers and Taiwanese Mandarin speakers did not have significant difference and both Standard Mandarin speakers and Taiwanese Mandarin speakers were significantly different from Taiwan-guoyu speakers regardless of genders. However, pattern 2 is different from pattern 1 in that while there was still no significant difference within the Standard Mandarin gender pair and Taiwanese Mandarin gender pair, there was significant difference within the Taiwan-guoyu gender pair (Figure 11). Qualities including *education*, *social status*, *aesthetic quality*, *model of pronunciation*, and *marriage advantage*, fell into this category.



**Figure 24. Pattern 2**

The third pattern is that Taiwanese Mandarin speakers and Taiwan-guoyu speakers did not have significant difference regardless of genders, and both of Taiwanese Mandarin speakers and Taiwan-guoyu speakers were significantly different from Standard Mandarin speakers regardless of genders. In this pattern, there was no significant different within any gender pair (Figure 12). Qualities include *friendliness and helpfulness* and *Taiwanese identification* fell into this category.

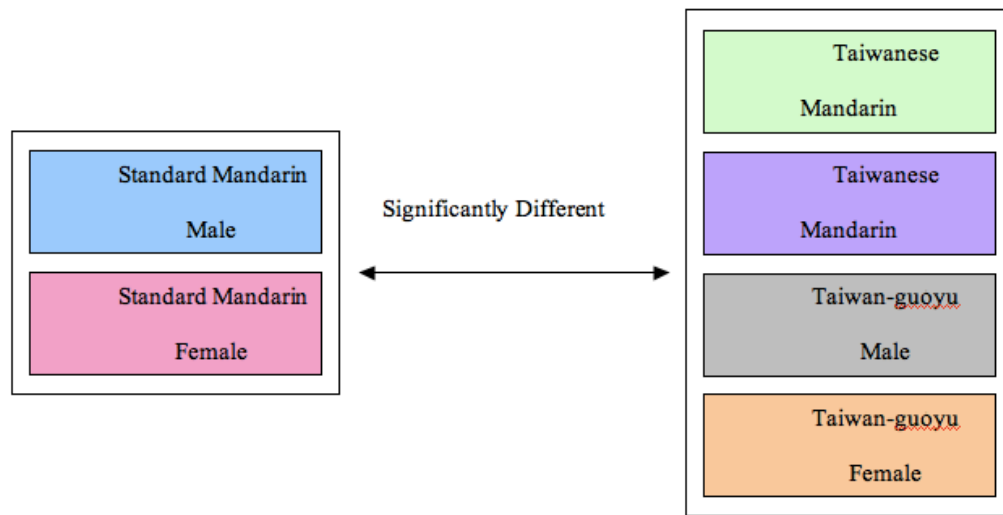


Figure 25. Pattern 3

The fourth pattern is that these three groups were significantly different from each other regardless of genders. There was also significant difference within the Taiwan-guoyu gender pair, but not within other two pairs. The quality *modernity* fell into this category.

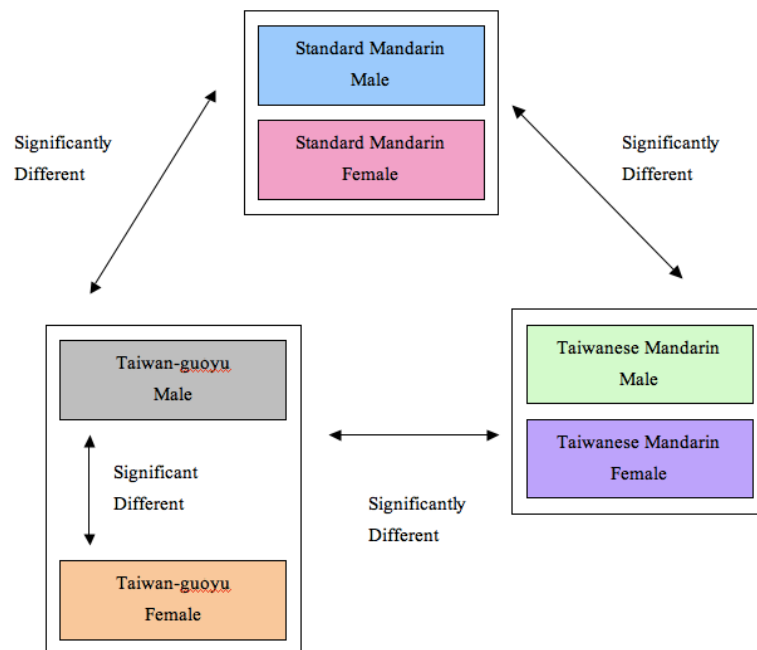


Figure 26. Pattern 4

In general, Taiwan-guoyu speakers of both genders received the lowest scores in all qualities--*intelligence, education, social status* (status and competence), *reliability* (personal integrity and social attractiveness), *fluency, communicative efficiency, aesthetic quality, model of pronunciation model* (linguistic attractiveness), *modernity*, and *marriage advantage*--except *friendliness and helpfulness, humor*, and *Taiwanese identification* (personal integrity and social attractiveness). These results indicate that Taiwan-guoyu has rather negative images in many aspects in Taiwan. It is not only associated with negative qualities, such as low social status and low education, but is also considered having disadvantages on its speakers, such as marriage disadvantage. What is even more noteworthy is that Taiwan-guoyu gender pair is the only pair that had significant differences within, suggesting that Taiwan-guoyu female speakers receive even more negative responses than their male counterparts.

When comparing the gender pairs of these three varieties, another pattern can be found. Female speakers tended to receive higher scores than their male counterparts when using more standard varieties while tended to receive lower scores than their male counterparts when using vernacular variety. In 7 traits, the female Standard Mandarin speaker scored higher than the male; in 4 traits, the male Standard Mandarin speaker scored higher than the female Standard Mandarin speaker; and in 2 traits, they scored the same. As for Taiwanese Mandarin, the female speaker scored higher than the male speaker in 10 traits and scored lower in only 3 traits. For Taiwan-guoyu, the male speaker scored higher than the female in all of the 13 traits (Table 35). These results show that women are more likely to be associated with good traits when they use more standard varieties, either Standard Mandarin or Taiwanese Mandarin, than men who also use more standard varieties. On the other hand, women are more likely to be associated with

negative qualities when they use vernacular variety, Taiwan-guoyu, than men who also use vernacular variety. This suggests that language is more important for women than men, since women are more likely to be judged based on the language they use.

**Table 9. Comparison within Each Gender Pair**

	Standard Mandarin	Taiwanese Mandarin	Taiwan- guoyu
Women>Men	7	10	0
Men>Women	4	3	13
Women=Men	2	0	0

The range of difference between the minimum score and the maximum score for both genders in each trait also suggests that language is more important for women than for men. As Table 35 shows, in 11 traits, the range of difference for the female speakers was wider than the male speakers. By contrast, in only 1 trait the male speakers' range was wider than the female speakers and in only 1 trait the range was the same for both genders. This pattern indicates that women receive very extreme responses based on their language use. Women who use the standard varieties are highly valued, while women who use the vernacular variety receive very low value. Though the difference also exist in male speakers, the difference is not as extreme as the one found in the female speakers. These results suggest that women are judged more harshly based on their language than men are.

**Table 10. Comparison of Two Gender's Range of Difference in Each Trait**

Range Difference	Trait	Number
Men<Women	intelligence (1.375 vs. 1.813) education (1.844 vs. 2.438) social status (1.969 vs. 2.656)	11

	reliability (1.063 vs. 1.219) identification (1.937 vs. 2.063) fluency (1.157 vs. 1.563) communicative efficiency (1.031 vs. 1.313) aesthetic quality (1.531 vs. 2.5) model of pronunciation (1.656 vs. 2.688) modernity (1.75 vs. 2.312) marriage advantage (1.031 vs. 1.875)	
Men>Women	humor (1.344 vs. 1.062)	1
Men=Women	friendliness and helpfulness (1.817)	1

The survey results also seem to suggest that women are usually the model for language. In the qualities *aesthetic quality* and *model of pronunciation*, though there was no significant difference among the four speakers of Standard Mandarin and Taiwanese Mandarin, we still can see that the top two scores were both from females instead of males.

Lastly, another important finding in the surveys is that Standard Mandarin speakers scored the lowest and were significantly different from speakers of other two varieties in qualities *friendliness and helpfulness*, *humor*, and *Taiwanese identification*. As Brubaker (2012, p. 97-105) suggests, Standard Mandarin is associated with people retreating from Mainland China with the ROC government, who are sometimes considered as outsiders. Thus, people who use this variety are likely to cause a sense of coldness, affectation, or even alienation, as suggested by the survey results.

### 3.3.2 Interviews

#### 3.3.2.1 Awareness of Gender Patterns

Most interviewees said they did not pay attention to which features have the most gender differences. For instance, a female junior high school teacher said, “I don’t pay attention to which differences are more obvious” (“我沒有特別注意哪個比較明顯耶”). A male college student also had the same opinion, claiming that “it’s impossible to pay attention to that in conversations” (“根本沒辦法仔細聽那麼清楚”). However, in spite of the fact the most interviewees did not pay attention to which gender uses which features more, they did find a general gender pattern. Most of them agreed that women tend to use more standard language than men. A female bank clerk said, “in general I feel girls pay more attention to what they say and to if what they say is standard enough, but boys are more casual and careless” (“整體來說感覺女生會比較注意自己講話標不標準，男生講話就比較隨性”). A female college student also agreed that “men seldom notice if what they say is standard and good enough” (“男生不會很注意自己講話有沒有對”).

Yet, although most interviewees agreed that women tend to use more standard language, some interviewees pointed out some important factors of language use—education level and occupation. A male doctor said that “even if I always feel what women say is more standard than men, I think maybe gender sometimes is not that important. It might depend on the speaker’s education level or occupation” (“雖然我常覺得女性講話比較標準，但是也許性別有時候也不是那麼重要，也許重要的是講話的那個人的教育程度或是職業”). A male college student also suggested that “if women do not receive high level education or do some jobs that are not



very nice, they might still use very non-standard language” (“如果女生受教育程度不高做的又是那種比較不好得工作，可能就講話也不是很標準了”).

### **3.3.2.2 Attitude toward a Certain Gender’s Language Use**

As for Standard Mandarin, most interviewees felt there is no significant difference between women and men who use Standard Mandarin. In general, they felt Standard Mandarin users are affectionate (“有點假”), unnatural (“不自然”), weird (“怪”), and alienated (“疏離”). A college female student said, “it’s weird to use Standard Mandarin if the person is not reporting news on TV or participating in a speech contest” (“平常這樣講話很怪吧，又不是在報新聞或是演講比賽”). A male college student said, “if a person does that I will feel he/she is trying to show that he/she is different and good. But I will just think he/she is very unnatural” (“會覺得他是想要表現自己很有水準很厲害的感覺，但我只會覺得他很裝模做樣”). A male construction worker said “if I hear a person using Standard Mandarin, I will think he/she comes from Mainland China” (“如果我聽到有人這樣講話，我會覺得他好像是中國大陸來的”). A female PhD student said that “I will feel kind of alienated from them, because I will think they are from China” (“我會覺得跟他們有點疏遠，覺得他們是中國來的”).

As for the use of Taiwanese Mandarin, interviewees all agreed that it is the normative for both genders. A male college professor said that “this is how we Taiwanese talk” (“這就是我們台灣人講話的方式”). A female grocery store owner said that “it is normal to talk like that (Taiwanese Mandarin). It is very weird and unnatural if people use Standard Mandarin” (“就是很正常的講話方式阿，如果有太嚴重的捲舌音或是兒化音會很怪很不自然吧”).

As for Taiwan-guoyu, some interviewees said that they felt the same way about both male and female speakers of Taiwan-guoyu. A female master student said “no matter the person is a man or woman, it makes no difference to me. I just feel people who use Taiwan-guoyu do not receive good education and do not do good jobs” (“差不多阿 就是沒有特別有受過教育的感覺，也會覺得工作也是比較中下層的”). Yet, other interviewees had different opinion. They had different feelings and attitude toward Taiwan-guoyu male and female speakers. Female Taiwan-guoyu speakers tend to receive even more negative comments. A female nurse said that “even if it is not good for men to use Taiwan-guoyu, it is even worse for women to do that. I will feel the women are low-leveled and lack of elegance” (“男生用也覺得不太好，但女生用會覺得特別沒有水準沒有氣質”). A female college student said that “actually it is kind of funny but very friendly if a man uses Taiwan-guoyu, but if a woman uses Taiwan-guoyu, I will feel she is low-leveled and vulgar, and also does not receive good education” (“男生有時候有點台灣國語其實會覺得有點好笑可是蠻親切的，但女生就會感覺特別沒有甚麼水準，很俗氣，就是沒甚麼受教育的感覺”). A male businessman also agreed that it is even worse for women to use Taiwan-guoyu. However, he made another important comment, indicating that age is also an important factor. He said “it is not so bad if the female speakers are older people. If they are younger girls and women, it is really bad” (“老一輩的女生倒還好，但如果聽到年輕女生講會這樣就會覺得非常糟糕”).

The interview results corresponded to the results of the surveys. For both Standard Mandarin and Taiwanese Mandarin, there was no significant gender difference, because people's attitude toward speakers of these two varieties was based on varieties instead of genders. Both the surveys and interviews show that regardless of genders, people who use Standard Mandarin

are always associated with alienation, and people who use Taiwanese Mandarin are always considered the normative. On the other hand, both surveys and interviews suggest that though Taiwan-guoyu female and male speakers both receive rather negative attitude, females are more likely to be judged based on their language than men, and thus women who use Taiwan-guoyu tend to receive even more negative comments than their male counterparts.

### **3.3.2.3 Motivation of Language Use**

Most interviewees said that no matter people are men or women, they use Standard Mandarin only if it is an occasion that requires that kind of standard language, such as news broadcasting or speech contest. They said they would never do that in daily life because it would be “way too different from others around me” (和我身邊的人講話方式差太多了), comment by a male master student, and “too affectionate and unnatural” (太假太不自然), comment by a female college student.

On the other hand, all interviewees agreed that the reason why both men and women use Taiwanese Mandarin is that it is the normative variety used by the majority of people in Taiwan. In addition, the use of Taiwanese Mandarin is an important tool to fit into the Taiwan society. A male grocery store clerk stated that “this is how we talk, and there’s no reason to use a variety that is different from the one used by people around us” (我們就是這樣講話的，沒有理由要和我們身邊的人用不一樣的語言). A female translator said, “if we live in Taiwan, then we need to use the language that is used by the majority in Taiwan. Otherwise, it’s weird and you can never fit in” (我們住在台灣，所以當然要用大多數台灣人用的語言，不然不但奇怪而且會沒辦法融入).

Interviewees had several reasons about why women avoid using Taiwan-guoyu. First of all, their pressure comes from the traditional values in society. Women are always expected to behave and speak in a more correct way. As a result, women's parents, grandparents, or even other older relatives always keep reminding them to behave and speak with the decent way. For example, a female nurse said, "when I was younger, my mom and grandmom always told me to behave and speak like "a girl." if I said something wrong or improper, they would correct me or even punish me. I do not remember my older brother was treated like that" ("我小的時候媽媽和外婆都會一直叫要行為和說話都要像個女孩子，如果我說錯了甚麼，他們會糾正我甚至處罰我。但他們就沒有對我哥這樣"). A male elementary school teacher also said that "my younger sister is always reminded by my mom that she should talk like a lady" ("我媽總是提醒我妹說話要像個淑女"). In addition, society also expects women to act as a role model. A female businessman said "my mom always tells me that if I speak in an indecent way, then how am I going to teach my children in the future?" ("我媽總說如果我自己講話都講不好，以後怎麼給小孩做榜樣?")

Secondly, highly relevant to the high expectations from society, some interviewees also said that women are always worried that they might have some disadvantages if they violate the social values and expectations for women. Some are worried about relationships and marriages. For example, a female college student said, "if my language is very non-standard, maybe boys will look down on me and nobody is going to like me" ("如果我說話很不標準，也許男生會瞧不起我，搞不好根本就不會有人喜歡我"). Another female PhD student also said "my mom always tells me that if I do not speak decently, no man will want to marry me. I felt absurd at first, but I agree with that now. After all, no man will want a wife who speaks Taiwan-guoyu." ("

我媽總是跟我說說話說成這樣會嫁不出去，剛聽覺得很荒唐，但是想想也是，哪個男人希望自已老婆說話是台灣國語?”)

Lastly, many women are usually concerned that if they do not speak in a decent way, they might have difficulties finding a good job. A female junior high school teacher said, “if my Mandarin is very non-standard, I probably can never become a teacher” (“如果我國語真的很不標準，我可能永遠也當不了老師”). Another female college student said, “I feel that if a woman’s language is really bad, the only jobs she can do is jobs with low salary and low social prestige” (“我覺得那些說話真的比較不標準的女生能找的工作收入和社會地位應該都蠻不好的吧”).

The reason why men avoid using Taiwan-guoyu is less complicated than women. Their main concern is about jobs and social prestige. One male accountant said that “if I use non-standard language too much, my co-workers might look down on me and my boss might not trust me so much” (“如果我講話太不標準，我的同事可能會瞧不起我，我的老闆可能也不太會信任我”). A male company manager confirmed the man’s words, saying that “if there are two men applying for the same job in my company, one’s language really good, and the other’s rather non-standard, I will prefer the former one. The former one seems more reliable and more capable” (“如果有兩個人同時來申請我公司的工作，一個講話很好，一個講話不是很標準，我會比較想要雇用說話好的那個，因為感覺比較可靠能力可能也比較好”).

To conclude these data about different genders’ motivation of language use, men avoid using non-standard language because they do not want to be looked down on and they are concerned that improper language will do harm to their career. On the other hand, women avoid using non-standard language not only because they are concerned about their career, but also

because they feel the need to fulfill the expectations from society—they need to act like a lady and they need to act as a role model for the next generation. In addition, they are also concerned that they might not be able to have a good relationship or marriage if their language is too non-standard.

These interview data about motivation shows that language use is more important for women. For both men and women, language is their important capital for their career. Both genders are concerned that non-standard language might affect their job opportunities. However, language use is the even more important capital for women's career, because many jobs that are considered women's jobs always require very standard language, such as teachers and secretaries. What is more, language use is the important capital not only for women's career, but also for their relationships and marriages. Women always worry that their language use might affect their relationships or even marriage opportunities. Several female interviewees had this concern. If they use non-standard language, they might be looked down on by men and might have problems with finding a boyfriend or a husband. By contrast, no male interviewee showed this similar concern. Hence, we can see that language use is an even more important form of social capital for women. On the one hand, women are more likely to receive penalties if they use non-standard language, e.g. being looked down on by men and having difficulties finding a relationship or husband. On the other hand, they are more likely to have relationships and marriage opportunities if they use standard language. Even if language use does affect men's relationships or marriage opportunities, the contrast is not as sharp for men. What is also noteworthy is that language is an especially important capital for young girls and young women. As one interviewee pointed out, it is not so bad for older women to use non-standard language, but it is definitely very bad for young girls or young women to do that. This suggests that when

women become older their language is not their most important capital anymore. They do not have to worry if their language use will affect their career or marriage opportunities as much.

### 3.4 CONCLUSION

To answer the two questions, 1) what is people's attitude toward a certain gender's language use of different varieties, and 2) what is men's and women's motivation for using a certain variety, this study had formed two hypotheses. First, women using vernacular forms receive more negative responses than men using vernacular forms. Second, because language is a more important capital for women than for men, who are more likely to show their identity through their actual action and achievement, women need to use language, or more specifically, standard varieties, to show who they are and to built authority. How these two hypotheses are supported by this study is summarized in the following.

The one-way ANOVA results show that Taiwan-guoyu speakers always received lower scores than the other two groups, and the differences were always significant. In addition, the female Taiwan-guoyu speaker received more negative responses than the male Taiwan-guoyu speaker in terms of many aspects. For example, although Taiwan-guoyu male's and female's scores were both at the bottom for qualities such as *education*, *social status*, *aesthetic quality*, *model of pronunciation*, *modernity*, and *marriage advantage*, Taiwan-guoyu female's score was significantly lower than the male's score. The within gender difference was not found in other two gender pairs, suggesting that women who use non-standard language are even more likely to receive low value from society than men. What is more, the data shows that when women use more standard varieties, either Standard Mandarin or Taiwanese Mandarin, they are more likely

to be associated with good qualities than men, while when they use non-standard variety, or Taiwan-guoyu, they are more likely to be associated with negative qualities than men. Also, extreme responses to language use are only found in women, not in men. These findings all suggest that women are more likely to be judged based on their language than men, confirming the hypothesis that women will receive more negative responses than men when using vernacular forms.

The interview data about people's awareness of gender difference shows that although people are not sure which features have more gender differences, they do feel there are differences in how men and women talk. Women tend to use more standard language, although education and occupation might also have important influence on how they talk.

The data about people's attitude toward different genders' language use shows that people consider the use of Standard Mandarin in daily life unnatural and affectionate regardless of genders. In addition, it can cause a sense of alienation too because of its association with people who are from Mainland China. When it comes to attitude toward Taiwanese Mandarin, it is always considered the normative and acceptable variety regardless of genders. On the other hand, people's attitude toward men who use Taiwan-guoyu and women who use Taiwan-guoyu is different. Even though both Taiwan-guoyu female speakers and male speakers are always associated with rather negative qualities, judgments for women seem to be even harsher.

The data about motivation of language use suggests that regardless of genders, people do not use Standard Mandarin because it is considered a language for specific occasions, such as news broadcasting or speech contest. They avoid using it in daily life because it is considered affectionate, unnatural and even weird. Besides, they also avoid using it since Standard Mandarin is often associated with people from Mainland China and thus might cause a sense of alienation.



The reason why people use Taiwanese Mandarin is also without gender difference. People use Taiwanese Mandarin because it is a language used by almost everyone in Taiwan. It is important to use it in order to fit in Taiwan society. Unlike the former two varieties where gender difference has not been found, Taiwan-guoyu does show gender difference in people's motivation. Both genders are concerned that non-standard language will affect their career. However, although language is an important capital for both genders' career, it is even more important for women because it is also their relationship/marriage capital. Women are always concerned that non-standard language will affect their relationships and marriage opportunities, while men usually do not have much concern for this. In addition, language is also an important capital for women to fulfill expectations from society—to act as a lady and role model. These results support the hypothesis that language is a more important capital for women than it is for men, because women always need it not only to show what they are capable of but also to maintain the images society expects them to present.

Although solidarity is not the focus of this study, a striking pattern has been found. In the quantitative data, Standard Mandarin speakers of both genders received the lowest scores on the qualities *friendliness and helpfulness*, *humor*, and *Taiwanese identification*. In addition, in interviews people also pointed out it is unnatural and weird to use Standard Mandarin in daily life, and it usually causes a sense of alienation. These results indicate that people get social penalty for using Standard Mandarin, despite the fact that Standard Mandarin is a symbol of good education and high socioeconomic status. The possible explanation is that Standard Mandarin is considered the language used by Mainlanders, who are sometimes considered outsiders. Therefore, when people use Standard Mandarin, others might consider their language use a sign of distancing themselves from other Taiwanese and breaking down the solidarity with

other Taiwanese. These results correspond to Brubaker's (2012, p. 97-105) idea that Standard Mandarin speakers are often associated with negative qualities such as unnaturalness, coldness, and alienation because of their "outsider" identity. The corresponding results prove the reliability and validity of the methodology used in this study.

In this study, the results suggest that language use plays a significant role in determining women's value in Taiwan. Women are more likely to be judged based on their language. When they use the more standard forms, they are highly valued; when they use the more vernacular forms, they receive very low value. The value they receive has great influences on their career and marriage opportunities. These results correspond to previous studies. First, this study and other studies, such as Wolfram's study on AAVE (1969) and Trudgill's study on urban British English (1972), all suggest that women use more standard forms than men. Secondly, Eckert's argument that women's value comes from what they appear instead of what they do is also supported by this study. Women in this study showed that language is always an important tool to show who they are (a "lady" and a "role model") and what they are capable of (what kind of job they can do). Third, language ideology can also explain the patterns found in this study. Women in Taiwan are always expected to use the more standard varieties that are associated with qualities such as femininity and refinement. When they do not follow the norms, they are blamed. By contrast, when men do not use the standard varieties, they are not blamed as much as women are. The non-standard variety is associated with qualities such as masculinity and toughness, which are not very negative qualities for men. Fourth, the theory about the linguistic market is also applicable to this study. When Taiwanese women have the more standard varieties as their linguistic capital, they are more likely to have different types of material gain, such as career and marriage advantages.

This current study was conducted in Taiwan, an eastern culture. However, the patterns found in this current study seem to correspond to those established theories that are based on western cultures and to those studies that were conducted in western cultures. Therefore, this study seems to suggest that gender patterns are not limited to certain areas or certain cultures. Instead, similar gender patterns can always be found again and again in different cultures.

## APPENDIX A

### SURVEY-BACKGROUND INFORMATION

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1. 年齡 Age: \_\_\_\_\_
2. 性別 Gender: ☐ 女 Female ☐ 男 Male
3. 教育程度 Highest Level of Education:  
☐ 小學 Elementary School ☐ 國中 Junior High School ☐ 高中 Senior High School  
☐ 大學 College ☐ 碩士 Graduate-Master ☐ 博士 Graduate-PhD ☐ 博士後 Post-PhD ☐  
其他 Other \_\_\_\_\_
4. 職業 Current Occupation: \_\_\_\_\_
5. 你/你的父母/你的祖父母/你的祖先甚麼時候從大陸移居台灣? When did your family or ancestors move to Taiwan from China?  
☐ 1949 年前 (國民政府遷台前) before 1949 (before the ROC government relocated in Taiwan) ☐ 1949 年後 (國民政府遷台後) after 1949 (after the ROC government relocated in Taiwan) ☐ 不清楚 not sure ☐ 不適用 (祖先是原住民) N/A--ancestors are aborigines

6. 家鄉: Hometown \_\_\_\_\_市/縣 City/County

7. 現居地: Current Living \_\_\_\_\_市/縣 City/County

8. 母語: Native Spoken Language:

☐ 國語 National Language (Mandarin) ☐ 原住民語 Aboriginal Language ☐ Southern

Min 閩南語 ☐ 客家話 Hakka ☐ 其他 Other\_\_\_\_

9. 第二語言 (可不填) Second Spoken Language (optional):

☐ 國語 National Language (Mandarin) ☐ 原住民語 Aboriginal Language ☐ 閩

南語 Southern Min ☐ 客家語 Hakka ☐ 其他 Other\_\_\_\_

## APPENDIX B

### SURVEY-ATTITUDE TOWARD CERTAIN GENDER'S LANGUAGE USE

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1. 當你聽到第一段錄音，你覺得說話者: when you hear the first passage, you feel the speaker is:

非常不同意    不同意    無意見    同意    非常同意

strongly disagree    disagree    neutral    agree    strongly agree

- |                                      |                          |                          |                          |                          |                          |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1) 聰明 intelligence                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2) 良好教育 education                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3) 良好社會地位 social status              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4) 可信賴 reliability                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5) 熱心友善 helpfulness and friendliness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6) 幽默 humor                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7) 台灣身份認同 Taiwanese identity         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8) 語言流利 fluency                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9) 溝通能力佳 communicative efficiency    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- |                                 |                          |                          |                          |                          |                          |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10) 優雅 aesthetic quality        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11) 發音標準 model of pronunciation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12) 符合現代趨勢 modernity            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13) 較易尋找結婚對象 marriage advantage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX C

### MATCHED GUISE TRANSCRIPTS

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#### C.1 OTHER (MALE)

今天我要來教大家做山藥泥拌飯，要準備有山藥一條、蔥花少許、米一杯，材料準備好後  
首先將米用電飯鍋煮成飯，接著山藥去皮用果汁機之打成泥，並加入一點醬油拌攪，然後  
將山藥泥倒在飯上，加上蔥花即可食用。

jīn tiān wǒ yào lái jiāo dà jiā zuò shān yào ní bàn fàn , yào zhǔn bèi yǒu shān yào yī  
tiáo 、cōng huā shǎo xǔ 、mǐ yī bēi , cái liào zhǔn bèi hǎo hòu shǒu xiān jiāng mǐ yòng diàn  
fàn guō zhǔ chéng fàn , jiē zhe shān yào qù pí yòng guǒ zhī jī dǎ chéng ní , bìng jiā rù yī  
diǎn jiàng yóu bàn jiǎo , rán hòu jiāng shān yào ní dǎo zài fàn shàng , jiā shàng cōng huā jí kě  
shí yòng 。



## C.2 TAIWANESE MANDARIN (FEMALE)

今天我要來教大家做甜點時很常用到的芋頭餡。做芋頭餡要準備的材料有芋頭五百公克，細砂糖八十公克，無鹽奶油三十公克。糖的份量僅供參考，可以依照自己喜好增加或減少。材料準備好之後，首先先把芋頭削皮切成塊狀或片狀，用大火蒸二十分鐘，蒸到用竹籤可以輕易戳入的程度就可以了。接著趁熱用叉子把蒸好的芋頭壓成泥狀，然後把砂糖及奶油依序加入並拌勻即可，放涼之後就可以把它使用在不同的甜點上了。

jīn tiān wǒ yào lái jiāo dà jiā zuò zuò tián diǎn shí hěn cháng yòng dào de yù tóu xiàn 。  
zuò yù tóu xiàn yào zhǔn bèi de cái liào yǒu yù tóu wǔ bǎi gōng kè , xì shā táng bā shí gōng  
kè , wú yán nǎi yóu sān shí gōng kè 。 táng de fèn liàng jǐn gòng cān kǎo , kě yǐ yī zhào zì jǐ xǐ  
hǎo zēng jiā huò jiǎn shǎo 。 cái liào zhǔn bèi hǎo zhī hòu , shǒu xiān xiān bǎ yù tóu xuē pí qiē  
chéng kuài zhuàng huò piàn zhuàng , yòng dà huǒ zhēng èr shí fēn zhōng , zhēng dào yòng  
zhú qiān kě yǐ qīng yì chuō rù de chéng dù jiù kě yǐ le 。 jiē zhe chēn rè yòng chā zǐ bǎ zhēng hǎo  
de yù tóu yā chéng ní zhuàng , rán hòu bǎ shā táng jí nǎi yóu yī xù jiā rù bīng bàn yún jí kě ,  
fàng liáng zhī hòu jiù kě yǐ bǎ tā shǐ yòng zài bù tóng de tián diǎn shàng le 。

## C.3 OTHER (FEMALE)

今天我要教大家做雪花糕，先取一百五十 c.c.的鮮奶將玉米粉倒入拌勻，放置一旁備用。  
將砂糖倒入剩下的鮮奶當中，用小火加熱至砂糖溶化，再將鮮奶及玉米粉的混合物倒入

繼續攪拌加熱。攪拌到黏稠狀即可熄火，並倒入容器中，放涼後冰到冰箱，冰一晚後切塊再沾裹上椰子粉即可食用。

jīn tiān wǒ yào jiāo dà jiā zuò xuě huā gāo , xiān qǔ yī bǎi wǔ shí c.c.de xiān nǎi jiāng yù mǐ fěn dǎo rù bàn yún , fàng zhì yī páng bèi yòng 。 jiāng shā táng dǎo rù shèng xià de xiān nǎi dāng zhōng , yòng xiǎo huǒ jiā rè zhì shā táng róng huà , zài jiāng xiān nǎi jí yù mǐ fěn de hún hé wù dǎo rù jì xù jiǎo bàn jiā rè 。 jiǎo bàn dào nián chóu zhuàng jí kě xī huǒ , bīng dǎo rù róng qì zhōng , fàng liáng hòu bīng dào bīng xiāng , bīng yī wǎn hòu qiē kuài zài zhān guǒ shàng yē zǐ fěn jí kě shí yòng 。

#### C.4 TAIWAN-GUOYU (MALE)

今天我要教大家做養生的牡蠣蓋飯。要準備的食材是米三杯，牡蠣五百五十克。要準備的調味料有醬油四大勺，辣椒一小勺，切好的蔥一大勺，搗好的蒜一大勺，香油、芝芝麻、胡椒粉少量。所有材料準備好之後，先將牡蠣去殼，用鹽水洗淨並除去水份。接著把飯蒸的不軟不硬，並在燜的時候放入牡蠣蒸熟。最後把飯盛在碗裡拌入調味料即可食用。

jīn tiān wǒ yào jiāo dà jiā zuò yǎng shēng de mǔ lì gài fàn 。 yào zhǔn bèi de shí cái shì mǐ sān bēi , mǔ lì wǔ bǎi wǔ shí kè 。 yào zhǔn bèi de diào wèi liào yǒu jiàng yóu sì dà sháo , là jiāo yī xiǎo sháo , qiē hǎo de cōng yī dà sháo , dǎo hǎo de suàn yī dà sháo , xiāng yóu 、 zhī má 、 hú jiāo fěn shǎo liàng 。 suǒ yǒu cái liào zhǔn bèi hǎo zhī hòu , xiān jiāng mǔ lì qù ké , yòng yán shuǐ xǐ jìng bìng chù qù shuǐ fèn 。 jiē zhe bǎ fàn zhēng de bù ruǎn bù yìng ,

bìng zài mèn de shí hòu fàng rù mǔ lì zhēng shú 。 zuì hòu bǎ fàn shèng zài wǎn lǐ bàn rù diào  
wèi liào jí kě shí yòng 。

### C.5 OTHER (MALE)

今天我要來教大家做青木瓜蛤蜊湯，要準備的材料有青木瓜一顆、蛤蜊二十顆、姜絲和鹽少許。首先將青木瓜對半剖開，去籽削皮，切成大塊。接著在鍋中將水煮沸，置入青木瓜塊，等煮得略呈透明，放入蛤蜊。等蛤蜊張開即可熄火，放入姜絲與鹽少許，即可起鍋。

jīn tiān wǒ yào lái jiāo dà jiā zuò qīng mù guā há lí tāng , yào zhǔn bèi de cái liào yǒu  
qīng mù guā yī kē 、 há lí èr shí kē 、 jiāng sī hé yán shǎo xǔ 。 shǒu xiān jiāng qīng mù guā duì  
bàn pōu kāi , qù zǐ xuē pí , qiē chéng dà kuài 。 jiē zhe zài guō zhōng jiāng shuǐ zhǔ fèi , zhì  
rù qīng mù guā kuài , děng zhǔ dé luè chéng tòu míng , fàng rù há lí 。 děng há lí zhāng kāi jí  
kě xī huǒ , fàng rù jiāng sī yǔ yán shǎo xǔ , jí kě qǐ guō 。

### C.6 STANDARD MANDARIN (MALE)

今天我要來教大家做香辣豬耳朵。首先先將豬耳朵除毛清理干淨，接著放在滾水裡川燙。川燙好之後切成條狀備用，蔥切段、姜蒜切片，鍋里放油，爆香蔥姜蒜、花椒。接著加入干辣椒爆香，並放入切好的豬耳朵。接著放入醬油、料酒、白糖拌炒上色。最後將鍋裡所有食材炒至收汁，出鍋前放入白芝麻即可食用。

jīn tiān wǒ yào lái jiāo dà jiā zuò xiāng là zhū ěr duǒ 。 shǒu xiān xiān jiāng zhū ěr duǒ  
chú máo qīng lǐ gàn jìng , jiē zhe fàng zài gǔn shuǐ lǐ chuān tàng chuān tàng hǎo zhī hòu qiē  
chéng tiáo zhuàng bèi yòng , cōng qiē duàn 、 jiāng suàn qiē piàn , guō lǐ fàng yóu , bào  
xiāng cōng jiāng suàn 、 huā jiāo 。 jiē zhe jiā rù gàn là jiāo bào xiāng , bìng fàng rù qiē hǎo de  
zhū ěr duǒ 。 jiē zhe fàng rù jiàng yóu 、 liào jiǔ 、 bái táng bàn chǎo shàng sè 。 zuì hòu jiāng  
guō lǐ suǒ yǒu shí cái chǎo zhì shōu zhī , chū guō qián fàng rù bái zhī má jí kě shí yòng 。

### C.7 OTHER (FEMALE)

今天我要來教大家做山藥蘋果牛奶。要準備的材料有山藥五十五克，蘋果一百二十克，牛奶一百五十 cc，蜂蜜十 cc，冰塊五十克。材料準備好後，先將山藥去皮切塊，蘋果去皮去籽後切片。再將處理好的山藥和蘋果放入果汁機內，加入牛奶，蜂蜜，冰塊攪打成汁，倒入杯中即可食用。

jīn tiān wǒ yào lái jiāo dà jiā zuò shān yào píng guǒ niú nǎi 。 yào zhǔn bèi de cái liào  
yǒu shān yào wǔ shí wǔ kè , píng guǒ yī bǎi èr shí kè , niú nǎi yī bǎi wǔ shí cc , fēng mì shí  
cc , bīng kuài wǔ shí kè 。 cái liào zhǔn bèi hǎo hòu , xiān jiāng shān yào qù pí qiē kuài , píng  
guǒ qù pí qù zǐ hòu qiē piàn 。 zài jiāng chù lǐ hǎo de shān yào hé píng guǒ fàng rù guǒ zhī jī  
nèi , jiā rù niú nǎi , fēng mì , bīng kuài jiǎo dǎ chéng zhī , dǎo rù bēi zhōng jí kě shí yòng 。

## C.8 TAIWANESE MANDARIN (MALE)

今天我要來教大家做蝦仁蛋炒飯。要準備的材料有蝦仁十兩、已經燙熟的豌豆仁十兩、洋蔥兩個、蛋五個、冷飯四碗、油五匙、蔥花少許、鹽、胡椒粉少許。食材準備好之後打兩顆蛋備用。白飯加入一顆蛋黃拌勻使飯粒呈現金黃色。接著將蝦仁剖半，放入蛋液之中，將蝦仁與蛋液拌勻。接著在鍋中加入少許沙拉油，爆香蔥末，再加入蝦仁與蛋液拌炒。最後加入白飯拌炒，並加入青豆仁和適量的鹽即可盛盤上桌。

jīn tiān wǒ yào lái jiāo dà jiā zuò xiā rén dàn chǎo fàn 。 yào zhǔn bèi de cái liào yǒu xiā rén shí liǎng 、 yǐ jīng tàng shú de wān dòu rén shí liǎng 、 yáng cōng liǎng gè 、 dàn wǔ gè 、 lěng fàn sì wǎn 、 yóu wǔ shí 、 cōng huā shǎo xǔ 、 yán 、 hú jiāo fěn shǎo xǔ 。 shí cái zhǔn bèi hǎo zhī hòu dǎ liǎng kē dàn bèi yòng 。 bái fàn jiā rù yī kē dàn huáng bàn yún shǐ fàn lì chéng xiàn jīn huáng sè 。 jiē zhe jiāng xiā rén pōu bàn , fàng rù dàn yè zhī zhōng , jiāng xiā rén yǔ dàn yè bàn yún 。 jiē zhe zài guō zhōng jiā rù shǎo xǔ shā lā yóu , bào xiāng cōng mò , zài jiā rù xiā rén yǔ dàn yè bàn chǎo 。 zuì hòu jiā rù bái fàn bàn chǎo , bìng jiā rù qīng dòu rén hé shì liàng de yán jí kě shèng pán shàng zhuō 。

## C.9 OTHER (FEMALE)

今天我要教大家做烤馬鈴薯皮。首先先將三個馬鈴薯洗淨切半，放入預熱至兩百二十度的烤箱烤一個小時。取出烤好的馬鈴薯用湯匙把果肉挖出，留下一點的果肉附著在馬鈴薯皮

上，再將每片馬鈴薯切半，均勻撒上適量胡椒粉和袍絲的巧達起司，放入預熱至兩百五十度的烤箱烘烤五到七分鐘，待起司融化即可食用。

jīn tiān wǒ yào jiāo dà jiā zuò kǎo mǎ líng shǔ pí 。 shǒu xiān xiān jiāng sān gè mǎ líng shǔ xī jìng qiē bàn ， fàng rù yù rè zhì liǎng bǎi èr shí dù de kǎo xiāng kǎo yī gè xiǎo shí 。 qǔ chū kǎo hǎo de mǎ líng shǔ yòng tāng shí bǎ guǒ ròu wā chū ， liú xià yī diǎn de guǒ ròu fù zhe zài mǎ líng shǔ pí shàng ， zài jiāng měi piàn mǎ líng shǔ qiē bàn ， jun1 yún sā shàng shì liàng hú jiāo fěn hé páo sī de qiǎo dá qǐ sī ， fàng rù yù rè zhì liǎng bǎi wǔ shí dù de kǎo xiāng hōng kǎo wǔ dào qī fēn zhōng ， dài qǐ sī róng huà jí kě shí yòng 。

#### C.10 STANDARD MANDARIN (FEMALE)

今天我要來教大家做豬尾鳳爪湯。要準備的食材包括豬尾十條，鳳爪五只，香菇十朵，紅棗十粒，花生二十粒。食材準備好後，先將香菇浸泡一小時，泡軟之後，切成兩半，鳳爪也切成兩半。接下來將豬尾切成數塊，放進沸水中川燙。豬尾川燙後和鳳爪、香菇和紅棗一起放入瓦罐之中，用大火煮滾，五分鐘後，調成小火，熬大約一小時。最後加入少許鹽，放涼後即可食用。

jīn tiān wǒ yào lái jiāo dà jiā zuò zhū wěi fèng zhǎo tāng 。 yào zhǔn bèi de shí cái bāo kuò zhū wěi shí tiáo ， fèng zhǎo wǔ zhī ， xiāng gū shí duǒ ， hóng zǎo shí lì ， huā shēng èr shí lì 。 shí cái zhǔn bèi hǎo hòu ， xiān jiāng xiāng gū jìn pào yī xiǎo shí ， pào ruǎn zhī hòu ， qiē chéng liǎng bàn ， fèng zhǎo yě qiē chéng liǎng bàn 。 jiē xià lái jiāng zhū wěi qiē chéng shù kuài ， fàng jìn fèi shuǐ zhōng chuān tàng 。 zhū wěi chuān tàng hòu hé fèng zhǎo 、 xiāng gū hé

hóng zǎo yī qǐ fàng rù wǎ guàn zhī zhōng , yòng dà huǒ zhǔ gǔn , wǔ fèn zhōng hòu , diào chéng xiǎo huǒ , áo dà yuē yī xiǎo shí 。 zuì hòu jiā rù shǎo xǔ yán , fàng liáng hòu jí kě shí yòng 。

### C.11 OTHER (MALE)

今天我要來教大家做養生的酒釀蛋。要準備的材料有酒釀三大匙、雞蛋一個、清水適量、紅糖適量、生薑末一茶匙。首先在滾水中加入紅糖、生薑，然後打進雞蛋，等雞蛋稍微成形後即可熄火。接著將蛋與湯盛入碗中，放入酒釀即可食用。

jīn tiān wǒ yào lái jiāo dà jiā zuò yǎng shēng de jiǔ niàng dàn 。 yào zhǔn bèi de cái liào yǒu jiǔ niàng sān dà shí 、 jī dàn yī gè 、 qīng shuǐ shì liàng 、 hóng táng shì liàng 、 shēng jiāng mò yī chá shí 。 shǒu xiān zài gǔn shuǐ zhōng jiā rù hóng táng 、 shēng jiāng , rán hòu dǎ jìn jī dàn , děng jī dàn shāo wēi chéng xíng hòu jí kě xī huǒ 。 jiē zhe jiāng dàn yǔ tāng shèng rù wǎn zhōng , fàng rù jiǔ niàng jí kě shí yòng 。

### C.12 TAIWAN-GUOYU (FEMALE)

今天我要教大家做台灣的美食小吃滷肉飯。先將六百五十克的三層肉川燙洗去血水，切成長條狀。放入炒鍋並加入 少許五香 粉及胡椒稍微炒到焦黃香味出來，再加入飯碗八分滿的醬油膏、半碗的醬油露拌炒至三層肉顏色變深。接著再加入 半碗紅蔥酥及 少許

冰糖拌勻放入砂鍋，加入清水以大火煮滾轉小火約滷一點五到兩個小時時就可以了。如果要重新加熱，可以用電鍋來蒸。

jīn tiān wǒ yào jiāo dà jiā zuò tái wān de měi shí xiǎo chī lǚ ròu fàn 。 xiān jiāng liù bǎi  
wǔ shí shí kè de sān céng ròu chuān tàng xǐ qù xuè shuǐ ， qiē chéng zhǎng tiáo zhuàng 。 fàng rù  
chǎo guō bìng jiā rù shǎo xǔ wǔ xiāng fěn jí hú jiāo shāo wēi chǎo dào jiāo huáng xiāng wèi chū  
lái ， zài jiā rù fàn wǎn bā fēn mǎn de jiàng yóu gāo 、 bàn wǎn de jiàng yóu lù bàn chǎo zhì sān  
céng ròu yán sè biàn shēn 。 jiē zhe zài jiā rù bàn wǎn hóng cōng sū jí shǎo xǔ bīng táng bàn yún  
fàng rù shā guō ， jiā rù qīng shuǐ yǐ dà huǒ zhǔ gǔn zhuǎn xiǎo huǒ yuē lǚ yī diǎn wǔ dào liǎng  
gè xiǎo shí shí jiù kě yǐ le 。 rú guǒ yào zhòng xīn jiā rè ， kě yǐ yòng diàn guō lái zhēng 。



## APPENDIX D

### INTERVIEW QUESTIONS

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#### D.1 AWARENESS OF GENDER PATTERNS ON LANGUAGE USE

你覺得男女講話差異最顯著的是哪個部份? 捲舌的程度，兒化音，ㄣ-->ㄌ，ㄘ-->ㄑ，ㄌ-->ㄌ，省略/加入ㄨ，ㄒ-->ㄒ，ㄣ<-->ㄌ/ㄣ<-->ㄌ。What's the most significant difference(s) between men's and women's language? Is it the degree of retroflex, the use of final retroflex, the replacement of [ʑ-] with [l], the replacement of [f] with [h], the replacement of [y] with [i], the insertion/deletion of the labial-velar [w], the replacement of [ɛ] with [s], or the alternation of [n] and [ŋ]?

## **D.2 ATTITUDE TOWARD A CERTAIN GENDER'S LANGUAGE USE.**

當你聽到一位男性用了非常標準的捲舌音或兒化音，你會有怎麼樣的感覺？為甚麼？如果是女性呢？When you hear a man use very standard full retroflex initials or final retroflex, what do you feel and why? What do you feel if the speaker is a woman?

當你聽到男性使用所謂的台灣國語，你的感覺是甚麼？當你聽到女性使用台灣國語，你的感覺是甚麼？When you hear a man use Taiwan-guoyu, what do you feel and why? What do you feel if the speaker is a woman?

比起非常標準的捲舌音和兒化音，你對在台灣常見的較不明顯的捲舌音和不使用兒化音是甚麼看法？你對男性使用者和女性使用者的看法相同嗎？Compared to the “very standard” full retroflex initials and final retroflex, intermediate retroflex initials and lack of final retroflex are more common in Taiwan. What do you feel about the more common usage in Taiwan? What's your opinion on this type of speakers of each gender?

## **D.3 MOTIVATION OF LANGUAGE USE**

你認為為甚麼女性會/不會使用標準發音？What are the reasons why women use/ do not use Standard Mandarin? 你認為為甚麼女性會/不會使用台灣國語？What are the reasons why women use/ do not use Taiwan-guoyu? 你認為為甚麼女性會/不會使用一般發音？What are the reasons why women use/ do not use Taiwanese Mandarin? 男性的理由又是甚麼？What are men's reasons? Are they the same as women's?

## APPENDIX E

### THE ONE-WAY ANOVA MULTIPLE COMPARISON

#### E.1 INTELLIGENCE

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Table 11. Intelligence Multiple Comparison

#### Multiple Comparisons

Intelligence Score  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	-.0625	.15337	.999	-.5041	.3791
	T Male	-.1250	.15337	.964	-.5666	.3166
	T Female	-.2500	.15337	.580	-.6916	.1916
	TG Male	1.2500 <sup>*</sup>	.15337	.000	.8084	1.6916
	TG Female	1.5625 <sup>*</sup>	.15337	.000	1.1209	2.0041
S Female	S Male	.0625	.15337	.999	-.3791	.5041
	T Male	-.0625	.15337	.999	-.5041	.3791
	T Female	-.1875	.15337	.825	-.6291	.2541
	TG Male	1.3125 <sup>*</sup>	.15337	.000	.8709	1.7541
	TG Female	1.6250 <sup>*</sup>	.15337	.000	1.1834	2.0666
T Male	S Male	.1250	.15337	.964	-.3166	.5666
	S Female	.0625	.15337	.999	-.3791	.5041
	T Female	-.1250	.15337	.964	-.5666	.3166

	TG Male	1.3750*	.15337	.000	.9334	1.8166
	TG Female	1.6875*	.15337	.000	1.2459	2.1291
T Female	S Male	.2500	.15337	.580	-.1916	.6916
	S Female	.1875	.15337	.825	-.2541	.6291
	T Male	.1250	.15337	.964	-.3166	.5666
	TG Male	1.5000*	.15337	.000	1.0584	1.9416
	TG Female	1.8125*	.15337	.000	1.3709	2.2541
TG Male	S Male	-1.2500*	.15337	.000	-1.6916	-.8084
	S Female	-1.3125*	.15337	.000	-1.7541	-.8709
	T Male	-1.3750*	.15337	.000	-1.8166	-.9334
	T Female	-1.5000*	.15337	.000	-1.9416	-1.0584
	TG Female	.3125	.15337	.325	-.1291	.7541
TG Female	S Male	-1.5625*	.15337	.000	-2.0041	-1.1209
	S Female	-1.6250*	.15337	.000	-2.0666	-1.1834
	T Male	-1.6875*	.15337	.000	-2.1291	-1.2459
	T Female	-1.8125*	.15337	.000	-2.2541	-1.3709
	TG Male	-.3125	.15337	.325	-.7541	.1291

Based on observed means.

The error term is Mean Square(Error) = .376.

\*. The mean difference is significant at the

## E.2 EDUCATION

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Table 12. Education Multiple Comparison

### Multiple Comparisons

Education Score  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig. .	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	-.2187	.14084	.630	-.6243	.1868

	T Male	-.0937	.14084	.985	-.4993	.3118
	T Female	-.1875	.14084	.767	-.5931	.2181
	TG Male	1.7500*	.14084	.000	1.3444	2.1556
	TG Female	2.2188*	.14084	.000	1.8132	2.6243
S Female	S Male	.2187	.14084	.630	-.1868	.6243
	T Male	.1250	.14084	.949	-.2806	.5306
	T Female	.0313	.14084	1.000	-.3743	.4368
	TG Male	1.9687*	.14084	.000	1.5632	2.3743
	TG Female	2.4375*	.14084	.000	2.0319	2.8431
T Male	S Male	.0937	.14084	.985	-.3118	.4993
	S Female	-.1250	.14084	.949	-.5306	.2806
	T Female	-.0937	.14084	.985	-.4993	.3118
	TG Male	1.8437*	.14084	.000	1.4382	2.2493
	TG Female	2.3125*	.14084	.000	1.9069	2.7181
T Female	S Male	.1875	.14084	.767	-.2181	.5931
	S Female	-.0313	.14084	1.000	-.4368	.3743
	T Male	.0937	.14084	.985	-.3118	.4993
	TG Male	1.9375*	.14084	.000	1.5319	2.3431
	TG Female	2.4062*	.14084	.000	2.0007	2.8118
TG Male	S Male	-1.7500*	.14084	.000	-2.1556	-1.3444
	S Female	-1.9687*	.14084	.000	-2.3743	-1.5632
	T Male	-1.8437*	.14084	.000	-2.2493	-1.4382
	T Female	-1.9375*	.14084	.000	-2.3431	-1.5319
	TG Female	.4687*	.14084	.013	.0632	.8743
TG Female	S Male	-2.2188*	.14084	.000	-2.6243	-1.8132
	S Female	-2.4375*	.14084	.000	-2.8431	-2.0319
	T Male	-2.3125*	.14084	.000	-2.7181	-1.9069
	T Female	-2.4062*	.14084	.000	-2.8118	-2.0007
	TG Male	-.4687*	.14084	.013	-.8743	-.0632

Based on observed means.

The error term is Mean Square(Error) = .317.

\*. The mean difference is significant at the

### E.3 SOCIAL STATUS

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Table 13. Social Status Multiple Comparison

		Multiple Comparisons				
SocialStatusScore		Tukey HSD				
(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	.0000	.14247	1.000	-.4103	.4103
	T Male	.0312	.14247	1.000	-.3790	.4415
	T Female	-.1562	.14247	.882	-.5665	.2540
	TG Male	1.9687*	.14247	.000	1.5585	2.3790
	TG Female	2.5000*	.14247	.000	2.0897	2.9103
S Female	S Male	.0000	.14247	1.000	-.4103	.4103
	T Male	.0313	.14247	1.000	-.3790	.4415
	T Female	-.1562	.14247	.882	-.5665	.2540
	TG Male	1.9688*	.14247	.000	1.5585	2.3790
	TG Female	2.5000*	.14247	.000	2.0897	2.9103
T Male	S Male	-.0312	.14247	1.000	-.4415	.3790
	S Female	-.0313	.14247	1.000	-.4415	.3790
	T Female	-.1875	.14247	.776	-.5978	.2228
	TG Male	1.9375*	.14247	.000	1.5272	2.3478
	TG Female	2.4688*	.14247	.000	2.0585	2.8790
T Female	S Male	.1562	.14247	.882	-.2540	.5665
	S Female	.1562	.14247	.882	-.2540	.5665
	T Male	.1875	.14247	.776	-.2228	.5978
	TG Male	2.1250*	.14247	.000	1.7147	2.5353
	TG Female	2.6562*	.14247	.000	2.2460	3.0665
TG Male	S Male	-1.9687*	.14247	.000	-2.3790	-1.5585
	S Female	-1.9688*	.14247	.000	-2.3790	-1.5585
	T Male	-1.9375*	.14247	.000	-2.3478	-1.5272
	T Female	-2.1250*	.14247	.000	-2.5353	-1.7147
	TG Female	.5312*	.14247	.003	.1210	.9415
TG Female	S Male	-2.5000*	.14247	.000	-2.9103	-2.0897

S Female	-2.5000*	.14247	.000	-2.9103	-2.0897
T Male	-2.4688*	.14247	.000	-2.8790	-2.0585
T Female	-2.6562*	.14247	.000	-3.0665	-2.2460
TG Male	-.5312*	.14247	.003	-.9415	-.1210

Based on observed means.

The error term is Mean Square(Error) = .325.

\*. The mean difference is significant at the

#### E.4 RELIABILITY

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Table 14. Reliability Multiple Comparison

#### Multiple Comparisons

Reliability  
Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Speakers	(J) Speakers				Lower Bound	Upper Bound
S Male	S Female	-.0313	.18054	1.000	-.5511	.4886
	T Male	-.3438	.18054	.403	-.8636	.1761
	T Female	-.4375	.18054	.154	-.9574	.0824
	TG Male	.7188*	.18054	.001	.1989	1.2386
	TG Female	.7813*	.18054	.000	.2614	1.3011
S Female	S Male	.0313	.18054	1.000	-.4886	.5511
	T Male	-.3125	.18054	.513	-.8324	.2074
	T Female	-.4063	.18054	.220	-.9261	.1136
	TG Male	.7500*	.18054	.001	.2301	1.2699
	TG Female	.8125*	.18054	.000	.2926	1.3324
T Male	S Male	.3438	.18054	.403	-.1761	.8636
	S Female	.3125	.18054	.513	-.2074	.8324
	T Female	-.0938	.18054	.995	-.6136	.4261
	TG Male	1.0625*	.18054	.000	.5426	1.5824

	TG Female	1.1250*	.18054	.000	.6051	1.6449
T Female	S Male	.4375	.18054	.154	-.0824	.9574
	S Female	.4063	.18054	.220	-.1136	.9261
	T Male	.0938	.18054	.995	-.4261	.6136
	TG Male	1.1563*	.18054	.000	.6364	1.6761
	TG Female	1.2188*	.18054	.000	.6989	1.7386
TG Male	S Male	-.7188*	.18054	.001	-1.2386	-.1989
	S Female	-.7500*	.18054	.001	-1.2699	-.2301
	T Male	-1.0625*	.18054	.000	-1.5824	-.5426
	T Female	-1.1563*	.18054	.000	-1.6761	-.6364
	TG Female	.0625	.18054	.999	-.4574	.5824
TG Female	S Male	-.7813*	.18054	.000	-1.3011	-.2614
	S Female	-.8125*	.18054	.000	-1.3324	-.2926
	T Male	-1.1250*	.18054	.000	-1.6449	-.6051
	T Female	-1.2188*	.18054	.000	-1.7386	-.6989
	TG Male	-.0625	.18054	.999	-.5824	.4574

Based on observed means.

The error term is Mean Square(Error) = .522.

\*. The mean difference is significant at the

## E.5 FRIENDLIENSS AND HELPFULNESS

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Table 15. Friendliness and Helpfulness Multiple Comparison

### Multiple Comparisons

FriendlyHelpful

Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Speakers	(J) Speakers				Lower Bound	Upper Bound
S Male	S Female	.0938	.21402	.998	-.5226	.7101
	T Male	-.8750*	.21402	.001	-1.4913	-.2587
	T Female	-1.0000*	.21402	.000	-1.6163	-.3837



	TG Male	-1.1875*	.21402	.000	-1.8038	-.5712
	TG Female	-1.0938*	.21402	.000	-1.7101	-.4774
S Female	S Male	-.0938	.21402	.998	-.7101	.5226
	T Male	-.9688*	.21402	.000	-1.5851	-.3524
	T Female	-1.0937*	.21402	.000	-1.7101	-.4774
	TG Male	-1.2812*	.21402	.000	-1.8976	-.6649
	TG Female	-1.1875*	.21402	.000	-1.8038	-.5712
T Male	S Male	.8750*	.21402	.001	.2587	1.4913
	S Female	.9688*	.21402	.000	.3524	1.5851
	T Female	-.1250	.21402	.992	-.7413	.4913
	TG Male	-.3125	.21402	.690	-.9288	.3038
	TG Female	-.2187	.21402	.910	-.8351	.3976
T Female	S Male	1.0000*	.21402	.000	.3837	1.6163
	S Female	1.0937*	.21402	.000	.4774	1.7101
	T Male	.1250	.21402	.992	-.4913	.7413
	TG Male	-.1875	.21402	.952	-.8038	.4288
	TG Female	-.0938	.21402	.998	-.7101	.5226
TG Male	S Male	1.1875*	.21402	.000	.5712	1.8038
	S Female	1.2812*	.21402	.000	.6649	1.8976
	T Male	.3125	.21402	.690	-.3038	.9288
	T Female	.1875	.21402	.952	-.4288	.8038
	TG Female	.0937	.21402	.998	-.5226	.7101
TG Female	S Male	1.0938*	.21402	.000	.4774	1.7101
	S Female	1.1875*	.21402	.000	.5712	1.8038
	T Male	.2187	.21402	.910	-.3976	.8351
	T Female	.0938	.21402	.998	-.5226	.7101
	TG Male	-.0937	.21402	.998	-.7101	.5226

Based on observed means.

The error term is Mean Square(Error) = .733.

\*. The mean difference is significant at the

## E.6 HUMOR

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Table 16. Humor Multiple Comparison

## Multiple Comparisons

Humor  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	.3125	.19931	.621	-.2614	.8864
	T Male	-.8125*	.19931	.001	-1.3864	-.2386
	T Female	-.6250*	.19931	.024	-1.1989	-.0511
	TG Male	-1.3437*	.19931	.000	-1.9177	-.7698
	TG Female	-.7500*	.19931	.003	-1.3239	-.1761
S Female	S Male	-.3125	.19931	.621	-.8864	.2614
	T Male	-1.1250*	.19931	.000	-1.6989	-.5511
	T Female	-.9375*	.19931	.000	-1.5114	-.3636
	TG Male	-1.6562*	.19931	.000	-2.2302	-1.0823
	TG Female	-1.0625*	.19931	.000	-1.6364	-.4886
T Male	S Male	.8125*	.19931	.001	.2386	1.3864
	S Female	1.1250*	.19931	.000	.5511	1.6989
	T Female	.1875	.19931	.935	-.3864	.7614
	TG Male	-.5312	.19931	.087	-1.1052	.0427
	TG Female	.0625	.19931	1.000	-.5114	.6364
T Female	S Male	.6250*	.19931	.024	.0511	1.1989
	S Female	.9375*	.19931	.000	.3636	1.5114
	T Male	-.1875	.19931	.935	-.7614	.3864
	TG Male	-.7188*	.19931	.005	-1.2927	-.1448
	TG Female	-.1250	.19931	.989	-.6989	.4489
TG Male	S Male	1.3437*	.19931	.000	.7698	1.9177
	S Female	1.6562*	.19931	.000	1.0823	2.2302
	T Male	.5312	.19931	.087	-.0427	1.1052
	T Female	.7188*	.19931	.005	.1448	1.2927
	TG Female	.5938*	.19931	.038	.0198	1.1677
TG Female	S Male	.7500*	.19931	.003	.1761	1.3239
	S Female	1.0625*	.19931	.000	.4886	1.6364
	T Male	-.0625	.19931	1.000	-.6364	.5114
	T Female	.1250	.19931	.989	-.4489	.6989
	TG Male	-.5938*	.19931	.038	-1.1677	-.0198

Based on observed means.

The error term is Mean Square(Error) = .636.

\*. The mean difference is significant at the

## E.7 TAIWANESE IDENTIFICATION

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Table 17. Taiwanese Identification Multiple Comparison

### Multiple Comparisons

TaiwaneseIdentification

Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Speakers	(J) Speakers				Lower Bound	Upper Bound
S Male	S Female	.2813	.17955	.622	-.2358	.7983
	T Male	-1.9375*	.17955	.000	-2.4545	-1.4205
	T Female	-1.7812*	.17955	.000	-2.2983	-1.2642
	TG Male	-1.7500*	.17955	.000	-2.2670	-1.2330
	TG Female	-1.5625*	.17955	.000	-2.0795	-1.0455
S Female	S Male	-.2813	.17955	.622	-.7983	.2358
	T Male	-2.2188*	.17955	.000	-2.7358	-1.7017
	T Female	-2.0625*	.17955	.000	-2.5795	-1.5455
	TG Male	-2.0313*	.17955	.000	-2.5483	-1.5142
	TG Female	-1.8438*	.17955	.000	-2.3608	-1.3267
T Male	S Male	1.9375*	.17955	.000	1.4205	2.4545
	S Female	2.2188*	.17955	.000	1.7017	2.7358
	T Female	.1563	.17955	.953	-.3608	.6733
	TG Male	.1875	.17955	.902	-.3295	.7045
	TG Female	.3750	.17955	.298	-.1420	.8920
T Female	S Male	1.7812*	.17955	.000	1.2642	2.2983
	S Female	2.0625*	.17955	.000	1.5455	2.5795
	T Male	-.1563	.17955	.953	-.6733	.3608

	TG Male	.0313	.17955	1.000	-.4858	.5483
	TG Female	.2188	.17955	.827	-.2983	.7358
TG Male	S Male	1.7500*	.17955	.000	1.2330	2.2670
	S Female	2.0313*	.17955	.000	1.5142	2.5483
	T Male	-.1875	.17955	.902	-.7045	.3295
	T Female	-.0313	.17955	1.000	-.5483	.4858
	TG Female	.1875	.17955	.902	-.3295	.7045
TG Female	S Male	1.5625*	.17955	.000	1.0455	2.0795
	S Female	1.8438*	.17955	.000	1.3267	2.3608
	T Male	-.3750	.17955	.298	-.8920	.1420
	T Female	-.2188	.17955	.827	-.7358	.2983
	TG Male	-.1875	.17955	.902	-.7045	.3295

Based on observed means.

The error term is Mean Square(Error) = .516.

\*. The mean difference is significant at the

## E.8 FLUENCY

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Table 18. Fluency Multiple Comparison

### Multiple Comparisons

FluencyScore

Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	.1250	.20958	.991	-.4785	.7285
	T Male	-.1563	.20958	.976	-.7598	.4473
	T Female	-.3125	.20958	.670	-.9160	.2910
	TG Male	1.0000*	.20958	.000	.3965	1.6035
	TG Female	1.2500*	.20958	.000	.6465	1.8535
S Female	S Male	-.1250	.20958	.991	-.7285	.4785
	T Male	-.2813	.20958	.761	-.8848	.3223

	T Female	-.4375	.20958	.298	-1.0410	.1660
	TG Male	.8750*	.20958	.001	.2715	1.4785
	TG Female	1.1250*	.20958	.000	.5215	1.7285
T Male	S Male	.1563	.20958	.976	-.4473	.7598
	S Female	.2813	.20958	.761	-.3223	.8848
	T Female	-.1563	.20958	.976	-.7598	.4473
	TG Male	1.1563*	.20958	.000	.5527	1.7598
	TG Female	1.4062*	.20958	.000	.8027	2.0098
T Female	S Male	.3125	.20958	.670	-.2910	.9160
	S Female	.4375	.20958	.298	-.1660	1.0410
	T Male	.1563	.20958	.976	-.4473	.7598
	TG Male	1.3125*	.20958	.000	.7090	1.9160
	TG Female	1.5625*	.20958	.000	.9590	2.1660
TG Male	S Male	-1.0000*	.20958	.000	-1.6035	-.3965
	S Female	-.8750*	.20958	.001	-1.4785	-.2715
	T Male	-1.1563*	.20958	.000	-1.7598	-.5527
	T Female	-1.3125*	.20958	.000	-1.9160	-.7090
	TG Female	.2500	.20958	.840	-.3535	.8535
TG Female	S Male	-1.2500*	.20958	.000	-1.8535	-.6465
	S Female	-1.1250*	.20958	.000	-1.7285	-.5215
	T Male	-1.4062*	.20958	.000	-2.0098	-.8027
	T Female	-1.5625*	.20958	.000	-2.1660	-.9590
	TG Male	-.2500	.20958	.840	-.8535	.3535

Based on observed means.

The error term is Mean Square(Error) = .703.

\*. The mean difference is significant at the

## E.9 COMMUNICATIVE EFFICIENCY

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Table 19. Communicative Efficiency Multiple Comparison

### Multiple Comparisons

Communicative Efficiency  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	.0000	.20296	1.000	-.5845	.5845
	T Male	-.2187	.20296	.890	-.8032	.3657
	T Female	-.3750	.20296	.438	-.9595	.2095
	TG Male	.8125*	.20296	.001	.2280	1.3970
	TG Female	.9375*	.20296	.000	.3530	1.5220
S Female	S Male	.0000	.20296	1.000	-.5845	.5845
	T Male	-.2187	.20296	.890	-.8032	.3657
	T Female	-.3750	.20296	.438	-.9595	.2095
	TG Male	.8125*	.20296	.001	.2280	1.3970
	TG Female	.9375*	.20296	.000	.3530	1.5220
T Male	S Male	.2187	.20296	.890	-.3657	.8032
	S Female	.2187	.20296	.890	-.3657	.8032
	T Female	-.1563	.20296	.972	-.7407	.4282
	TG Male	1.0312*	.20296	.000	.4468	1.6157
	TG Female	1.1563*	.20296	.000	.5718	1.7407
T Female	S Male	.3750	.20296	.438	-.2095	.9595
	S Female	.3750	.20296	.438	-.2095	.9595
	T Male	.1563	.20296	.972	-.4282	.7407
	TG Male	1.1875*	.20296	.000	.6030	1.7720
	TG Female	1.3125*	.20296	.000	.7280	1.8970
TG Male	S Male	-.8125*	.20296	.001	-1.3970	-.2280
	S Female	-.8125*	.20296	.001	-1.3970	-.2280
	T Male	-1.0312*	.20296	.000	-1.6157	-.4468
	T Female	-1.1875*	.20296	.000	-1.7720	-.6030
	TG Female	.1250	.20296	.990	-.4595	.7095
TG Female	S Male	-.9375*	.20296	.000	-1.5220	-.3530
	S Female	-.9375*	.20296	.000	-1.5220	-.3530
	T Male	-1.1563*	.20296	.000	-1.7407	-.5718
	T Female	-1.3125*	.20296	.000	-1.8970	-.7280
	TG Male	-.1250	.20296	.990	-.7095	.4595

Based on observed means.

The error term is Mean Square(Error) = .659.

## Multiple Comparisons

CommunicativeEfficiency  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	.0000	.20296	1.000	-.5845	.5845
	T Male	-.2187	.20296	.890	-.8032	.3657
	T Female	-.3750	.20296	.438	-.9595	.2095
	TG Male	.8125*	.20296	.001	.2280	1.3970
	TG Female	.9375*	.20296	.000	.3530	1.5220
S Female	S Male	.0000	.20296	1.000	-.5845	.5845
	T Male	-.2187	.20296	.890	-.8032	.3657
	T Female	-.3750	.20296	.438	-.9595	.2095
	TG Male	.8125*	.20296	.001	.2280	1.3970
	TG Female	.9375*	.20296	.000	.3530	1.5220
T Male	S Male	.2187	.20296	.890	-.3657	.8032
	S Female	.2187	.20296	.890	-.3657	.8032
	T Female	-.1563	.20296	.972	-.7407	.4282
	TG Male	1.0312*	.20296	.000	.4468	1.6157
	TG Female	1.1563*	.20296	.000	.5718	1.7407
T Female	S Male	.3750	.20296	.438	-.2095	.9595
	S Female	.3750	.20296	.438	-.2095	.9595
	T Male	.1563	.20296	.972	-.4282	.7407
	TG Male	1.1875*	.20296	.000	.6030	1.7720
	TG Female	1.3125*	.20296	.000	.7280	1.8970
TG Male	S Male	-.8125*	.20296	.001	-1.3970	-.2280
	S Female	-.8125*	.20296	.001	-1.3970	-.2280
	T Male	-1.0312*	.20296	.000	-1.6157	-.4468
	T Female	-1.1875*	.20296	.000	-1.7720	-.6030
	TG Female	.1250	.20296	.990	-.4595	.7095
TG Female	S Male	-.9375*	.20296	.000	-1.5220	-.3530
	S Female	-.9375*	.20296	.000	-1.5220	-.3530
	T Male	-1.1563*	.20296	.000	-1.7407	-.5718
	T Female	-1.3125*	.20296	.000	-1.8970	-.7280
	TG Male	-.1250	.20296	.990	-.7095	.4595

Based on observed means.

The error term is Mean Square(Error) = .659.

\*. The mean difference is significant at the

## E.10 AESTHETIC QUALITY

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Table 20. Aesthetic Quality Multiple Comparison

		Multiple Comparisons				
AestheticQuality Tukey HSD		Mean			95% Confidence Interval	
(I) Speakers	(J) Speakers	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
S Male	S Female	-.3750	.19391	.385	-.9334	.1834
	T Male	-.1562	.19391	.966	-.7147	.4022
	T Female	-.4062	.19391	.294	-.9647	.1522
	TG Male	1.3750*	.19391	.000	.8166	1.9334
	TG Female	2.0938*	.19391	.000	1.5353	2.6522
S Female	S Male	.3750	.19391	.385	-.1834	.9334
	T Male	.2188	.19391	.869	-.3397	.7772
	T Female	-.0312	.19391	1.000	-.5897	.5272
	TG Male	1.7500*	.19391	.000	1.1916	2.3084
	TG Female	2.4688*	.19391	.000	1.9103	3.0272
T Male	S Male	.1562	.19391	.966	-.4022	.7147
	S Female	-.2188	.19391	.869	-.7772	.3397
	T Female	-.2500	.19391	.791	-.8084	.3084
	TG Male	1.5313*	.19391	.000	.9728	2.0897
	TG Female	2.2500*	.19391	.000	1.6916	2.8084
T Female	S Male	.4062	.19391	.294	-.1522	.9647
	S Female	.0312	.19391	1.000	-.5272	.5897
	T Male	.2500	.19391	.791	-.3084	.8084
	TG Male	1.7812*	.19391	.000	1.2228	2.3397
	TG Female	2.5000*	.19391	.000	1.9416	3.0584
TG Male	S Male	-1.3750*	.19391	.000	-1.9334	-.8166
	S Female	-1.7500*	.19391	.000	-2.3084	-1.1916
	T Male	-1.5313*	.19391	.000	-2.0897	-.9728
	T Female	-1.7812*	.19391	.000	-2.3397	-1.2228
	TG Female	.7188*	.19391	.004	.1603	1.2772
TG Female	S Male	-2.0938*	.19391	.000	-2.6522	-1.5353



S Female	-2.4688*	.19391	.000	-3.0272	-1.9103
T Male	-2.2500*	.19391	.000	-2.8084	-1.6916
T Female	-2.5000*	.19391	.000	-3.0584	-1.9416
TG Male	-.7188*	.19391	.004	-1.2772	-.1603

Based on observed means.

The error term is Mean Square(Error) = .602.

\*. The mean difference is significant at the

## E.11 MODEL OF PRONUNCIATION

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Table 21. Model of Pronunciation Multiple Comparison

### Multiple Comparisons

Model of Pronunciation

Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	-.1562	.19370	.966	-.7140	.4015
	T Male	.0313	.19370	1.000	-.5265	.5890
	T Female	-.2500	.19370	.790	-.8078	.3078
	TG Male	1.6563*	.19370	.000	1.0985	2.2140
	TG Female	2.4375*	.19370	.000	1.8797	2.9953
S Female	S Male	.1562	.19370	.966	-.4015	.7140
	T Male	.1875	.19370	.927	-.3703	.7453
	T Female	-.0938	.19370	.997	-.6515	.4640
	TG Male	1.8125*	.19370	.000	1.2547	2.3703
	TG Female	2.5937*	.19370	.000	2.0360	3.1515
T Male	S Male	-.0313	.19370	1.000	-.5890	.5265
	S Female	-.1875	.19370	.927	-.7453	.3703
	T Female	-.2813	.19370	.695	-.8390	.2765
	TG Male	1.6250*	.19370	.000	1.0672	2.1828

	TG Female	2.4063*	.19370	.000	1.8485	2.9640
T Female	S Male	.2500	.19370	.790	-.3078	.8078
	S Female	.0938	.19370	.997	-.4640	.6515
	T Male	.2813	.19370	.695	-.2765	.8390
	TG Male	1.9063*	.19370	.000	1.3485	2.4640
	TG Female	2.6875*	.19370	.000	2.1297	3.2453
TG Male	S Male	-1.6563*	.19370	.000	-2.2140	-1.0985
	S Female	-1.8125*	.19370	.000	-2.3703	-1.2547
	T Male	-1.6250*	.19370	.000	-2.1828	-1.0672
	T Female	-1.9063*	.19370	.000	-2.4640	-1.3485
	TG Female	.7812*	.19370	.001	.2235	1.3390
TG Female	S Male	-2.4375*	.19370	.000	-2.9953	-1.8797
	S Female	-2.5937*	.19370	.000	-3.1515	-2.0360
	T Male	-2.4063*	.19370	.000	-2.9640	-1.8485
	T Female	-2.6875*	.19370	.000	-3.2453	-2.1297
	TG Male	-.7812*	.19370	.001	-1.3390	-.2235

Based on observed means.

The error term is Mean Square(Error) = .600.

\*. The mean difference is significant at the

## E.12 MODERNITY

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Table 22. Modernity Multiple Comparison

### Multiple Comparisons

Modernity

Tukey HSD

		Mean Difference (I-J)	Std. Error	Sig	95% Confidence Interval	
(I) Speakers	(J) Speakers				Lower Bound	Upper Bound
S Male	S Female	-.1562	.18998	.963	-.7033	.3908
	T Male	-1.3125*	.18998	.000	-1.8596	-.7654
	T Female	-1.2812*	.18998	.000	-1.8283	-.7342

	TG Male	.4375	.18998	.198	-.1096	.9846
	TG Female	1.0313*	.18998	.000	.4842	1.5783
S Female	S Male	.1562	.18998	.963	-.3908	.7033
	T Male	-1.1562*	.18998	.000	-1.7033	-.6092
	T Female	-1.1250*	.18998	.000	-1.6721	-.5779
	TG Male	.5937*	.18998	.025	.0467	1.1408
	TG Female	1.1875*	.18998	.000	.6404	1.7346
T Male	S Male	1.3125*	.18998	.000	.7654	1.8596
	S Female	1.1562*	.18998	.000	.6092	1.7033
	T Female	.0312	.18998	1.000	-.5158	.5783
	TG Male	1.7500*	.18998	.000	1.2029	2.2971
	TG Female	2.3437*	.18998	.000	1.7967	2.8908
T Female	S Male	1.2812*	.18998	.000	.7342	1.8283
	S Female	1.1250*	.18998	.000	.5779	1.6721
	T Male	-.0312	.18998	1.000	-.5783	.5158
	TG Male	1.7187*	.18998	.000	1.1717	2.2658
	TG Female	2.3125*	.18998	.000	1.7654	2.8596
TG Male	S Male	-.4375	.18998	.198	-.9846	.1096
	S Female	-.5937*	.18998	.025	-1.1408	-.0467
	T Male	-1.7500*	.18998	.000	-2.2971	-1.2029
	T Female	-1.7187*	.18998	.000	-2.2658	-1.1717
	TG Female	.5938*	.18998	.025	.0467	1.1408
TG Female	S Male	-1.0313*	.18998	.000	-1.5783	-.4842
	S Female	-1.1875*	.18998	.000	-1.7346	-.6404
	T Male	-2.3437*	.18998	.000	-2.8908	-1.7967
	T Female	-2.3125*	.18998	.000	-2.8596	-1.7654
	TG Male	-.5938*	.18998	.025	-1.1408	-.0467

Based on observed means.

The error term is Mean Square(Error) = .577.

\*. The mean difference is significant at the

### E.13 MARRIAGE ADVANTAGE

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Table 23. Marriage Advantage Multiple Comparison

## Multiple Comparisons

Marriage Advantage  
Tukey HSD

(I) Speakers	(J) Speakers	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
S Male	S Female	-.2500	.18092	.738	-.7710	.2710
	T Male	-.4375	.18092	.155	-.9585	.0835
	T Female	-.7188*	.18092	.001	-1.2397	-.1978
	TG Male	.5937*	.18092	.015	.0728	1.1147
	TG Female	1.1562*	.18092	.000	.6353	1.6772
S Female	S Male	.2500	.18092	.738	-.2710	.7710
	T Male	-.1875	.18092	.905	-.7085	.3335
	T Female	-.4687	.18092	.105	-.9897	.0522
	TG Male	.8438*	.18092	.000	.3228	1.3647
	TG Female	1.4063*	.18092	.000	.8853	1.9272
T Male	S Male	.4375	.18092	.155	-.0835	.9585
	S Female	.1875	.18092	.905	-.3335	.7085
	T Female	-.2812	.18092	.629	-.8022	.2397
	TG Male	1.0313*	.18092	.000	.5103	1.5522
	TG Female	1.5938*	.18092	.000	1.0728	2.1147
T Female	S Male	.7188*	.18092	.001	.1978	1.2397
	S Female	.4687	.18092	.105	-.0522	.9897
	T Male	.2812	.18092	.629	-.2397	.8022
	TG Male	1.3125*	.18092	.000	.7915	1.8335
	TG Female	1.8750*	.18092	.000	1.3540	2.3960
TG Male	S Male	-.5937*	.18092	.015	-1.1147	-.0728
	S Female	-.8438*	.18092	.000	-1.3647	-.3228
	T Male	-1.0313*	.18092	.000	-1.5522	-.5103
	T Female	-1.3125*	.18092	.000	-1.8335	-.7915
	TG Female	.5625*	.18092	.026	.0415	1.0835
TG Female	S Male	-1.1562*	.18092	.000	-1.6772	-.6353
	S Female	-1.4063*	.18092	.000	-1.9272	-.8853
	T Male	-1.5938*	.18092	.000	-2.1147	-1.0728
	T Female	-1.8750*	.18092	.000	-2.3960	-1.3540
	TG Male	-.5625*	.18092	.026	-1.0835	-.0415

Based on observed means.

The error term is Mean Square(Error) = .524.

\*. The mean difference is significant at the

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